

REPORT
OF THE
Primary and Secondary
Education Re-organization
Committee

APPOINTED BY THE
Government of the United Provinces



ALLAHABAD:
SUPERINTENDENT, PRINTING AND STATIONERY, UNITED PROVINCES, INDIA
1939

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To

THE SECRETARY TO GOVERNMENT,
UNITED PROVINCES,
EDUCATION DEPARTMENT,
LUCKNOW

SIR,

WITH reference to *Communiqué* no. 619-G/XV, dated March 28, 1938, we beg to submit to Government the accompanying report of the Primary and Secondary Education Re-organization Committee.

2. The Committee desires to record its appreciation of the services of its Secretary, Dr. I. R. Khan. The thanks of the Committee are also due to Dr. Beni Prasad of the Allahabad University, Principal H. B. Malkani of the Teachers' Training College, Benares, Shri D. P. Mukerji, Director of Public Information, Dr. Mahmudullah Jung, M.L.C., Shri Shriman Narain Agarwal, M.A., Wardha, Shri B. M. Ghoshal, M.Sc., L.T., Shri Vansh Gopal Jhingran, M.Sc., B.T., B.Ed., and Shri Lalji Shukla, M.A., of the Teachers' Training College, Benares, for their valuable suggestions. The Committee further warmly acknowledges its obligation to Professor Mukut Behari Lal, M.A., of the Benares Hindu University, Shri Jaya Chandra Vidyalkar of the Bharatiya Vidyabhawan, Bombay and Shri Parmanand, M.A., Secretary, Universities Re-organization Committee, for their assistance in the work of drafting syllabuses of Civics and Indian History..

We have the honour to be,

SIR,

Your most obedient servants,

NARENDRA DEVA.	} <i>Chairman</i>
K. S. KANE.	
R. V. DHULEKAR.	} <i>Members</i>
N. R. DHAR.	
(Miss) E. C. WILLIAMS.	
BIRBAL SINGH.	
RAM SARAN.	
(Miss) T. J. GANDHY.	
U. A. ASRANI.	
(MRS.) UMA NEHRU.	

DEO NARAYAN BHARATIYA.
(MRS.) PADMABAI RAO.
JUGAL KISHORE.
LAKSHAMI NARAIN.
S. N. CHATURVEDI.
R. S. WEIR (a)
J. C. POWELL-PRICE (b)
BRAHMA SWARUPA (c).
NIZAM UDDIN HASAN (d).
MOHAMMAD ISMAIL KHAN }
(BEGUM) K. AIZAZ RASUL. } (e)
MOHD. FARUQ.
R. S. PANDIT (f).
S. P. ANDREWS-DUBE (g).
RAM UGRAH SINGH (h).
ZAKIR HUSAIN (i).
S. HUSAIN ZAHEER (j).

Members

IBADUR RAHMAN KHAN,

Secretary.

DATED LUCKNOW :

February 13, 1939.



सत्यमेव जयते

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- (a) Signed subject to the note on page 149.
(b) Signed subject to the Minute of Dissent on page 151.
(c) Signed subject to the Minute of Dissent on page 154.
(d) Signed subject to the Minute of Dissent on page 155.
(e) Signed subject to the Minute of Dissent on page 157.
(f) Signed subject to the Minute of Dissent on page 159.
(g) Signed subject to the Minute of Dissent on page 160.
(h) Signed subject to the Minute of Dissent on page 162.
(i) Signed subject to the note on page 172.
(j) Signed subject to the Minute of Dissent (Minute not received till the time of sending the report to press for final printing). ...

Report of the Primary and Secondary Education Reorganization Committee, United Provinces.

CHAPTER I INTRODUCTION

THE question of the re-organization of the present system of education has been engaging the attention of Government and the public for a long time. Even as far back as 1928 the Indian Statutory Commission appointed an auxiliary committee under the chairmanship of Sir Philip Hartog to review the growth of education in British India. The Committee was concerned with education and its organization in relation to political and constitutional conditions and potentialities of progress. The terms of reference imposed serious limitations on the Committee and much narrowed down the scope of its inquiry. The Committee, however, actually surveyed the educational policy of Government, studied the salient facts of the present system of education, examined the cognate problems and the effect of political reforms on the educational progress of the country, pointed out the defects and weaknesses of the system and made recommendations for its improvement. The Committee submitted its report to His Majesty's Government in 1929. The report is a valuable document and being the first in the field it has formed the basis of various proposals that have been advocated from time to time both by the provincial governments and the educational authorities. Not only in this province but in other provinces as well different aspects of the question have been taken up for examination.

2. In the year 1931-32 the fall in prices and the general economic depression reduced Government revenue from Rs.13 crores to Rs.11 crores and necessitated retrenchment in all branches of administration. District boards were told that they should curtail their expenditure on ordinary and compulsory primary education for boys. The Government Order suggested abolition of uneconomical schools as one of the methods by which economy could be effected without detriment to the interests of education. Superfluous and uneconomical schools have long been a problem to those interested in education in India. The Hartog Committee had pointed out the waste and stagnation at the primary stage and had discussed the reasons which led to it. The United Provinces Government resolved on a scrutiny of the distribution, the enrolment and the efficiency of the existing vernacular schools, and Mr. R. S. Weir (now the Director of Public Instruction) was placed on special duty to report on primary education for boys and girls with special reference to uneconomical and superfluous schools. He discovered a vast array of

inefficient preparatory schools. Forty-seven per cent. of primary and preparatory schools were found to be single-teacher schools. The great bulk of these were uneconomical and inefficient. The object of primary education, which is to confer permanent literacy upon those who undertake to courses provided, was not being achieved. In order to secure permanent literacy it is essential to complete a primary school course of at least 5 years while it was found that preparatory schools failed to pass their boys to higher classes. The late Mr. Harrop, Director of Public Instruction, United Provinces said in his report (1927): "It is uncontestable that unless a boy reaches class IV, he carries away nothing of lasting value." Another factor creating superfluous schools is the demand for segregate schools for special communities. Mr. Weir proposed that the suppression of superfluous schools should be systematically carried out and that the district boards be asked to discourage the opening of fresh segregate schools and to abolish such schools as were clearly inefficient. As a result of the inquiry 1,090 uneconomical and superfluous schools were closed and some waste was thus eliminated. But nothing was done to expand primary education, nor were adequate measures taken to retain permanent literacy in boys and girls. The one-teacher school was not completely abandoned and while some uneconomical schools were closed down, new ones were being opened in the districts. The aims of primary education were not clearly enunciated by the Government and even the modest aim of securing mere literacy was not properly achieved. Even the simple recommendation made in the report for securing the better training of primary school teachers was not generally carried out.

3. The Government of the United Provinces in their Resolution no. 1083-G/XV—562-1934, dated the 8th August, 1934, advocated the need for reform in the system of secondary education in the Province. They proposed "to check the aimless drift of over-age students to the universities and to provide a secondary course of education complete in itself and untrammelled by university requirements." The resolution further proposed to provide for a diversification of the courses to suit students of different capacities. In the same resolution Government published the following tentative proposals for re-organization with a view to eliciting public opinion on them:

(i) The length of the High School course should be reduced by one year.

(ii) The length of the Intermediate course should be increased by one year. In order to emphasize that this course is self-contained and complete in itself, it may be designated the Higher Certificate Course.

(iii) The course for the Higher Certificate should be along four parallel lines:

- (a) Commercial,
- (b) Industrial,

- (c) Agricultural,
- (d) Arts and Science.

(iv) The High School Certificate should be of two kinds :

(a) Certifying completion of a secondary school course and admitting to commercial, industrial and agricultural courses, and

(b) Certifying fitness to proceed to the Higher Certificate courses in Arts and Science.

(v) Manual training or handicraft in some form should be compulsory in the lower classes and optional in the higher classes of secondary schools in order to discover boys with practical aptitudes and predispose them towards industrial pursuits.

4. The above proposals aroused considerable public interest and discussion because acute unemployment amongst the educated classes had established the urgent need of reconstructing secondary education on a new basis. The Inter-University Board, the Central Advisory Board of Education and the Board of High School and Intermediate Education, United Provinces, all urged re-organization of the system of education. These new proposals of the Government sought to re-adjust the present system in such a way that a large number of pupils should be diverted at the completion of their secondary education either to occupations or to separate vocational institutions. Meanwhile, in October, 1934, the Government appointed a committee, with the Rt. Hon'ble Sir Tej Bahadur Sapru as Chairman, to go into the question of unemployment among educated young men and to suggest ways and means for reducing the same. The United Provinces Unemployment Committee examined the above proposals and accorded them its approval in general terms. Its own specific proposals for re-organization of education were a modification of the above proposals. Parts III and IV of the report of that committee dealt with education and in Chapter XII there are recommendations regarding primary education, secondary education and university education.

5. In February, 1936, the United Provinces Government appointed Mr. R. S. Weir (now the Director of Public Instruction) to examine the proposals of the Unemployment Committee and such other material as was available bearing on the problems under examination and to report to Government what further action should be taken. He submitted his report in May, 1936, and recommended that in any scheme of re-organization the following aims should be clearly kept in view :

A—Mass uplift. Increase in mass literacy.

B—General education on a higher level for the bulk of the literate.

C—Training of boys and young men to fit them for jobs available.

D—Diversion from the university of those who are not likely to benefit by that type of education.

He made the following specific proposals to realize these aims :

- (a) Diversion of education into grades :
 - Primary—Five years.
 - Secondary—Four years.
 - Higher secondary—Three years.
 - University—Three years.
- (b) Introduction of a public examination at the end of class VIII.
- (c) Diversion of unfit boys at this point.
- (d) Organization of vernacular education so as to enable the vernacular school boy to proceed to higher studies as well as the boy who takes anglo-vernacular education.
- (e) Compulsory vocational training in classes V, VI, VII and VIII.
- (f) Creation of separate boards to control—
 - (i) secondary education,
 - (ii) higher secondary education.
- (g) Creation of an Inter-University board to control admissions to the universities and to effect co-ordination of studies.

6. As the questions involved were of an extremely intricate nature and of a far-reaching character, Government decided to get them examined by a committee which was appointed in January, 1937, under the chairmanship of the Rt. Hon'ble Sir Tej Bahadur Sapru. This Committee had held a few sittings and only preliminaries had been settled when the Chairman left India on private business in April, 1937, and in consequence the work of the Committee was held in abeyance.

7. The various proposals that have been made by different bodies to re-organize education in these provinces have more or less followed similar lines. It is generally recognized that while the introduction of political reforms has led to a considerable increase in the expenditure on education in general and primary education in particular, the results achieved are in no way proportionate to the money spent. It is also agreed that in the primary stages of education there is waste and stagnation. Many boys withdraw from school before the end of the primary school course and even those who complete that course do not find favourable environment to retain literacy. To remedy this defect it is generally suggested that the standard of primary education should be raised and efforts should be made to secure regular attendance of children receiving primary education for a sufficiently long period to enable them to profit by it. So far as secondary education is concerned, the general recommendation is to divide the course into two stages, each self-contained. Secondary education is to be primarily imparted for enabling a boy or girl to receive university education or a higher form of technical instruction.

APPOINTMENT OF NEW COMMITTEES

8. Under Government *Communiqué* no. G-619/XV, dated the 28th March, 1938, the Government of the United Provinces appointed the following two sub-committees to examine and report on the primary and secondary stages of education in these provinces. In the first instance, it was announced that there would be two sub-committees with the following personnel and terms of reference for each :

SUB-COMMITTEE No. I

Personnel

- (1) Shri Karan Singh Kane, B.A., M.L.A.
- (2) Shri Deo Narayan Bharatiya, M.L.A.
- (3) Nawab Mohammad Ismail Khan, B.A. (CANTAB.), BAR.-AT-LAW, M.L.A.
- (4) Shri Lakshmi Narayan, B.A. (HONS), M.L.C.
- (5) Shri Bir Bal Singh, B.A., M.L.A.
- (6) Begum Aizaz Rasul, M.L.C.
- (7) Mrs. Padma Bai Rao, Theosophical Society, Benares.
- (8) Shri R. V. Dhulekar, M.A., LL.B., M.L.A.
- (9) Shri R. S. Pandit, BAR.-AT-LAW, M.L.A.
- (10) Miss T. J. Gandhi, M.A., Personal Assistant to the Chief Inspectress of Girls' Schools, United Provinces.
- (11) The Deputy Director of Public Instruction, United Provinces.
- (12) Dr. Ibadur Rahman Khan, PH.D., Inspector of Schools, Meerut Circle (Secretary).

Terms of Reference

(1) To examine the organization, control and curricula of the present primary and middle stages of education up to the end of class VII and to make recommendations to Government for re-organization and re-adjustment with special reference to—

(a) the extent and contents of the primary and vernacular middle courses including the number and kind of text-books necessary, and the extent to which hand work and crafts can be developed in primary and vernacular middle schools;

(b) the hours of work in schools;

(c) the control of vernacular education—

(i) by Government with reference to the re-organization of the Board of Vernacular Education, and

(ii) by local boards with reference to the amendment of the District Boards and Municipalities Acts.

SUB-COMMITTEE NO. II

Personnel

- (1) Acharya Narendra Deva, M.A., LL.B., M.L.A.
- (2) Shri Ram Saran, M.A., LL.B., M.L.A.
- (3) Dr. S. Husain Zaheer, B.A., PH.D., M.L.A.
- (4) Dr. Ram Ugrah Singh, LL.D., M.L.C.
- (5) Khan Bahadur Syed Ahmad Husain Rizvi, M.B.E., M.L.C.
- (6) Mrs. Uma Nehru, M.L.A.
- (7) Acharya Jugal Kishore, M.A. (OXON), M.L.A.
- (8) Mr. Mohammad Faruq, M.SC., M.L.A.
- (9) Dr. Zakir Husain Khan, M.A., PH.D., Principal, Jamia Millia Islamia, Delhi.
- (10) Mr. Brahma Swarupa, M.A., representing the Secondary Education Association, United Provinces.
- (11) The Director of Public Instruction, United Provinces.
- (12) The Chief Inspectress of Girls' Schools, United Provinces.
- (13) Mr. U. A. Asrani, M.sc., of the Benares Hindu University.
- (14) Mr. S. P. Andrews-Dube, M.A., L.T., Member, Servants of India Society, Lucknow.
- (15) Pandit Sri Narayan Chaturvedi, M.A., Inspector of Schools, Fyzabad Circle (Secretary).

Terms of Reference

(a) To survey the extent and contents of secondary and pre-university courses including the possibility of the transfer of class XII to the University and the utilizing of class XI for preparation for specified courses.

(b) To make proposals regarding the control and administration of secondary education with special reference to the working of the Intermediate Board.

(c) To submit proposals in connexion with the Wood-Abbott Report and the Wardha Educational Scheme and define the contents of secondary education for boys and girls.

(d) To consider what organization of schools—Anglo-vernacular middle and high schools, and intermediate colleges—would produce the best results.

9. Subsequently in their *Communiqué* no. 739-G./XV, dated the 13th April, 1938, Government announced that the above two committees were to function as sub-committees of one joint committee to examine and report on the re-organization of the present system of education in the United Provinces.

10. By *Communiqué* no. CL-23/XV—799-D, dated the 27th April, 1938, the following additions were made to the terms of reference of the two sub-committees :

Sub-committee No. I—At the end of (c)(ii) add “including amendments to the United Provinces Primary Education Act, 1919, and the United Provinces District Boards Primary Education Act, 1926.”

Sub-committee No. II—At the end of (b) add “and amendment to the Intermediate Education Act, 1921.”

11. As Khan Bahadur Syed Ahmad Husain Rizvi could not attend the meetings of the Committee owing to his continued illness Maulvi Nizam Uddin Hasan, Editor, *Zulqarnain*, Budaun, and Joint Secretary, Muslim Educational Conference, was appointed a member in his place on the 2nd June, 1938.

12. Owing to the absence on leave of Mr. J. C. Powell-Price, M.A., I.E.S., Deputy Director of Public Instruction, United Provinces, Dr. N. R. Dhar, D.Sc., F.I.C., I.E.S., officiating Deputy Director of Public Instruction was a member of the Committee until Mr. Powell-Price returned from leave on the 6th November, 1938. As, however, Dr. Dhar had been a member of the Committee from the beginning, Government decided in the *Communiqué*, dated the 23rd January, 1939, to appoint him as an additional member of the Committee in his personal capacity. Under *Communiqué No. 347/XV—799D*, dated the 7th February, 1939, Government appointed Rai Sahib Pandit Sri Narain Chaturvedi, M.A., Education Expansion Officer, United Provinces as an additional member on the Committee.

13. At the very outset it was decided that the full committee should meet to consider the question of re-organization of the present system of education in these provinces in its various aspects as mentioned in the Government *Communiqué*, dated the 13th April, 1938, and not necessarily to confine itself to the explicit terms of reference of the two sub-committees. Meetings of the Committee were accordingly held under the chairmanship of Acharya Narendra Deva, and Mr. S. N. Chaturvedi and Dr. I. R. Khan worked as Secretaries. Mr. Chaturvedi had worked with the Committee for about three months when he was appointed Education Expansion Officer on the 18th June, 1938, and in his absence the whole work of the Committee had to be done by Dr. I. R. Khan.

14. Dr. I. R. Khan was appointed Principal of the new Basic Training College established at Allahabad on the 22nd August, 1938, in addition to his duties as Secretary of the Committee.

15. The first meeting was held on the 21st April, 1938, when the Hon'ble Shri Sampurnanand, Minister of Education, opened the proceedings. The Hon'ble Minister's speech is printed as appendix I.

16. Further meetings of the Committee were held on the 26th, 27th 28th and 29th April, 16th to 20th May, 9th to 18th June, 21st to 26th July, 27th August to 2nd September, 1938, and finally on the 6th to 13th February, 1939 to adopt the report.

17. A list of the literature which was circulated to the members of the Committee is given in appendix II.

18. The Committee appointed the following sub-committees with powers to co-opt—

I—Syllabus Sub-committee

Personnel—

- (1) Shri U. A. Asrani.
- (2) Shri Bir Bal Singh.
- (3) Shri Ram Saran.
- (4) Miss E. C. Williams.
- (5) Mr. Brahma Swarupa.
- (6) Dr. S. Husain Zaheer.
- (7) Nawab Mohammad Ismail Khan.
- (8) Mr. S. N. Chaturvedi.
- (9) Dr. I. R. Khan.

II—Control Sub-committee

Personnel—

- (1) The Director of Public Instruction, United Provinces.
- (2) Miss T. J. Gandhi.
- (3) Acharya Jugal Kishore.
- (4) Shri Deo Narayan Bharatiya.
- (5) Mr. S. P. Andrews-Dube.
- (6) Dr. Zakir Husain Khan.
- (7) Dr. S. Husain Zaheer.
- (8) Mr. Brahma Swarupa.
- (9) Nawab Mohammad Ismail Khan.
- (10) Mr. S. N. Chaturvedi.
- (11) Dr. I. R. Khan.

III—Code Sub-committee

Personnel—

- (1) Shri Karan Singh Kane.
- (2) Mr. Brahma Swarupa.
- (3) Dr. S. Husain Zaheer.
- (4) Miss E. C. Williams.
- (5) Dr. I. R. Khan.

IV—Aided Schools Sub-Committee

Personnel—

- (1) Shri Karan Singh Kane.
- (2) Acharya Jugal Kishore.
- (3) The Director of Public Instruction, United Provinces.
- (4) Miss E. C. Williams.
- (5) Mr. Brahma Swarupa.
- (6) Dr. Ram Ugrah Singh.
- (7) Mr. S. N. Chaturvedi.
- (8) Dr. I. R. Khan.

19. From the above historical retrospect it is clear that the lack of a well-defined policy in the matter of education has been the greatest defect in our educational system. The Hartog Committee laid special emphasis on the necessity of having a well-directed policy carried out by effective and competent agencies, determined to eliminate waste of all kinds. The Committee was further of opinion that re-organization of education needed re-consideration and strengthening at almost every point. But due attention was never paid to these matters. Before studies are planned it is absolutely necessary that specific aims of education should be clearly enunciated. In the absence of well-defined objectives for which education has to be planned, educational advancement is bound to be haphazard. All the reforms that have been recently suggested in the present system have been mainly prompted either by a desire to mitigate the growing evil of unemployment among the educated middle class or by a desire to effect economies in view of financial shortage. But a bold policy of advance in all directions has never been formulated. Piecemeal reforms have, however, been introduced from time to time but they have failed to achieve any significant results. The objectives of education have yet to be defined and the new lines for future reforms and advance have yet to be clearly marked out. As the Hon'ble Minister of Education pointed out in his inaugural address: "This education has laid insistence on the amassing of knowledge but it has hardly placed any ideals, worth the name, before those to whom it imparts this knowledge . . . We have had the clerk, the industrialist, a scientist, the dreamer of dreams, but not the whole man. If we are to have him now, 'the educational programme' to quote French in his *Education and Social Dividends*, 'should function not merely to preserve and perpetuate the social order but also to guarantee that its youth shall be renewed like the eagles through the continuous re-investment in the process of group living, by members of the society, of an ever-increasing amount and the number of more highly developed abilities and capacities.'

20. All national progress ultimately depends on the method and content and objective of the education that is provided for the people. The existing system of education in India is admitted to have failed. It

has not been consciously directed to secure national and social objectives. Its methods have been antiquated and it has been confined to a small number of people and has left the vast majority of our people illiterate. It is essential, therefore, to build up national education on a new foundation and on a nation-wide scale. For this purpose it is necessary to lay down the fundamental principles which should guide such education. It is clear that mere tinkering reforms would not do. A new orientation has to be given to the policy of education which may help to create the right type of citizen. The aim of education in the present age should be more specifically defined as there has been a great retrogression in the sphere of education during the last few years in some of the countries of the West. Democracy is threatened with destruction and militarism and chauvanism have been intensified in recent years. If democracy recedes into the background and there is a triumph of the forces of re-action the world will relapse into barbarism. People are being taught to love war and to eschew the path of peace and co-operation. International understanding is becoming more and more difficult. As Bertrand Russell has said : " In the countries which have military dictatorships there has been a great retrogression involving a revival of strict discipline, implicit obedience, a ridiculously subservient behaviour towards teacher and passive rather than active methods of acquiring knowledge. All this is rightly held by the Government concerned to be a method of producing militaristic mentality, at once obedient and domineering, cowardly and brutal. From the practice of the despots we can see that they agree with the advocates of "Modern Education" as regards the connexion between discipline in schools and the love of war in later life". In the Germany of to-day academic freedom is absent and the university teacher has lost his traditional independence. Intellect is stifled and dogma is enthroned in its place. The whole system of education produces a morbid mentality in boys and girls and they are taught to feel the need for being regimented and commanded. The type of education that is imparted to-day to the youth will be clear from the following citation from Dr. Maria Montessori :

"The child who has never learned to act alone, to direct his own actions, to govern his own will, grows into an adult who is easily led and must always lean upon others. The school child, being continuously discouraged and scolded, ends by acquiring that mixture of distrust of his own powers and of fear, which is called shyness and which later, in the grown man, takes the form of discouragement and submissiveness, of incapacity to put up the slightest moral resistance. The obedience which is expected of a child both in the home and in the school—an obedience admitting neither of reason nor of justice—prefers the man to be docile to blind forces. The punishment, so common in schools, which consists in subjecting the culprit to public reprimand and is almost tantamount to the torture of the pillory, fills the soul with a crazy, unreasoning fear of public opinion, even an opinion manifestly

unjust and false. In the midst of these adaptations and many others which set up permanent inferiority complex is born the spirit of devotion—not to say of idolatry, to the *condottieri*, the leaders''. This faulty education is partially responsible for the ills from which humanity suffers to-day.

21. We have, therefore, to be alert and wide-awake and to see that we do not meet with the same catastrophe as has befallen some other nations. It should be impressed on the minds of young children that true democracy is associated with freedom, social justice, knowledge and peace. These aims have always to be kept in the forefront of any educational programme that we may draw up. Our children have to be trained for democracy, freedom, responsibility and co-operation. The education that we impart in our schools should develop initiative, a spirit of enterprise and social virtues.

22. If true democracy is to flourish it should be saved by all means from degenerating into demagogy. For this it is necessary that culture should not remain the monopoly of the privileged few but should be freely disseminated among the people. The level of national life should be raised, people should be taught to think freely and to govern their wills. They should be further taught to appreciate the spiritual values of life and to realize in their own lives the high aims of human endeavour. Democracy, if not guided by intellect and principles of right conduct, is bound to go the wrong way and to lead to undesirable results. It is, therefore, absolutely necessary that we should give the right direction to education and to train up young children to be free and self-governing individuals so that they may try to follow in their lives the high principles of freedom, self-government, peace and co-operation. Studies should be humanized and active methods of teaching should be introduced. All knowledge should be integrated and children should realize the social effects of the various forms of knowledge which they receive. The type of discipline in schools which teaches them to be subservient to superiors and brutal and inhuman to their inferiors must be replaced by new forms of discipline which teach respect for humanity and are conducive to democratic institutions. The children should be given a broad national outlook. Studies should be conceived in a spirit of promoting understanding and solidarity among different communities. Narrow, sectarian and communal outlook should be discouraged. The civic sense of our boys and girls should be developed and they should be taught the duties and obligations of citizenship. The inter-dependent character of the modern world should be brought home to them and they should be taught that 'only a good citizen of the world can be a good citizen of his country'. Primary education has so far been devised to produce literacy and the capacity to use an intelligent vote. But mere literacy cannot enable the citizen of a modern state to have a keen appreciation

of the various policies that may be formulated by rival political parties, nor to take an intelligent share in the public affairs of the country. Every boy and girl, therefore, should receive an irreducible minimum of culture which may not only enable him to earn his living but also to take an active interest in the administration of his country. Again, democracy, to be successful, must aim at education and not mere literacy among the masses.

23. Since the advent of the Congress Ministries in the majority of the provinces the question of re-organization of the educational system has again come into prominence. Mahatma Gandhi took the lead in the matter and evolved a system of free and compulsory education for the masses which would be in keeping with the genius of the Indian people and which would be better integrated with the needs and ideals of its national life, and better able to meet its pressing demands. He expounded the basic ideas of his scheme in a series of articles in the "*Harijan*" and again at the Educational Conference held at Wardha in October, 1937. The chief feature of the scheme is that education should be imparted through some craft or productive work and that all the other abilities to be developed or training to be given, should, as far as possible, be integrally related to the central handicraft chosen with due regard to the environment of the child. He claimed that his scheme would solve the problem of education of the masses in a practicable way and within as short a time as possible. A committee was appointed under the chairmanship of Dr. Zakir Husain to prepare a detailed syllabus on the lines laid down by the conference. This committee, in due course, submitted its report and prepared a detailed syllabus of Basic Education which has received the general approval of our Committee.



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CHAPTER II

STATISTICS

THE United Provinces of Agra and Oudh together with the States of Rampur, Tehri (Garhwal) and Benares have a total area of 112,191 square miles of which 106,248 square miles are British territory and 5,943 square miles fall within the States. From the point of view of area the Province stands eighth in India. The province may be divided into the following natural regions :

- (1) The Himalayan region.
- (2) The Tarai region.
- (3) The Plains region.
- (4) The Trans-Jumna tract.

Numbers 1, 2 and 4 are sparsely populated. The main concentration of population is in no. 3. The total population according to the Census of 1931 is as under :

British territory	..	..	..	..	49,408,763
States	..	..	..	..	1,206,070
Total					<u>49,614,833</u>

2. From the point of view of population the province stands second in the whole of India, Bengal being first. The density of population is 412 per square mile and from this point of view it stands third in the whole of India. If we take the plains region into consideration the density of population is the highest. 63.1 per cent. of the population live in the plains.

3. It is certain that numbers have increased since the census of 1931, but the increase cannot be ascertained and, therefore, for the purposes of this report these figures are taken as the basis of calculation.

4. From the point of view of occupations the population is divided as under :

Occupation (by sub-classes)	Total of 123 cities		Whole province
	Actual number of earners and working dependents	Number per mille of total earners and working dependents	Number per mille of total earners and working dependents
All occupations	957,555	1,000	1,000
I.—Exploitation of animals and vegetation.	135,480	141	762
II.—Exploitation of minerals ..	515	1	..

Occupation (by sub-classes)	Total of 23 cities		Whole province
	Actual number of earners and working dependents	Number per mille of total earners and working dependents	Number per mille of total earners and working dependents
III.—Industry	258,988	270	111
IV.—Transport	63,091	66	8
V.—Trade	165,779	173	47
VI.—Public force	40,045	42	4
VII.—Public Administration ..	21,726	23	3
VIII.—Professions and liberal arts ..	53,592	56	11
IX.—Persons living on their income ..	8,592	9	1
X.—Domestic service	99,127	104	20
XI.—Insufficiently described occupations	87,615	91	25
XII.—Unproductive	28,065	24	8

5. From the above table it will be seen that the distribution of occupations in urban areas differs from the provincial distribution, which includes chiefly distribution in rural areas. In the cities agricultural and pastoral occupations are replaced by industry and trade. Transport, public administration and professions are predominant. Domestic servants and persons of private incomes are also prominent. It is thus clear that the bulk of our population has agriculture as its mainstay, and, therefore, we have to evolve a system of education which may have an agricultural bias. There are 105,640 villages in the British territory of the United Provinces with a population of 42,984,142. There are 441 towns with a population of 5,424,621. Thus about 88·8 per cent. of the population live in rural areas. Out of these only 28,000 villages have a population of over 900 each, the present minimum figure which ordinarily constitutes the condition for opening a primary school.

6. For the sake of administration the whole of the province is divided into 48 districts which are grouped into 10 revenue divisions. From the point of view of educational administration the province is divided into seven circles which are as follows:

- | | |
|---------------|----------------|
| (1) Meerut. | (4) Allahabad. |
| (2) Agra. | (5) Benares. |
| (3) Bareilly. | (6) Lucknow. |

(7) Fyzabad.

7. Each circle contains seven districts with the exception of Fyzabad which has six under its control. These seven circles are under the control of Inspectors of Schools who have Assistant Inspectors to help them. There is also a Deputy Inspector of Muhammadan Schools to look after the education of the Muslims in Islamia schools and maktabas in each circle. Each district has a Deputy Inspector of Schools who has a number of Sub-Deputy Inspectors of Schools under his control to help him in the administration of education in rural areas of the district. The Anglo-Vernacular Education of the circle is directly under the control of the Inspector of Schools. All the seven Inspectors of Schools are under the control of the Director of Public Instruction who has under him a Deputy Director dealing with Vernacular Education and an Assistant Director dealing with Secondary Education. For the control of girls' education the province is divided into ten circles, each under an Inspectress of Schools, who is under the Chief Inspectress of Girls' Schools. The Chief Inspectress is under the administrative control of the Director of Public Instruction. There are a few Assistant Inspectresses. But in the districts the Deputy Inspector looks after girls' education as well.

8. The Departmental Examinations are conducted by the Registrar, Departmental Examinations, who is under the Director of Public Instruction. The girls' examinations, up to the middle standard, are conducted by the Chief Inspectress. The High School and Intermediate examinations are conducted by the Board of High School and Intermediate Education.

9. The Director of Public Instruction is under the control of the Hon'ble Minister of Education who communicates with him through the Secretary to Government. The curricula and syllabuses of secondary education are controlled by the Board of High School and Intermediate Education through a number of committees. The curricula and syllabuses of vernacular education are controlled by the Board of Vernacular Education which has a number of committees to look after the needs of various subjects.

10. The position of the United Provinces among the major provinces of India, as regards the total number of recognized educational institutions and the number of pupils reading in them is as shown in the following tables. The figures are for the year 1935-36 and have been taken from "Education in India" issued by the Educational Commissioner with the Government of India for the year 1935-36, the latest available.

TABLE I.—Total number of recognized institutions for boys and girls

Province							Institutions
1							2
1. Bengal	..	..	..	..	..	..	68,076
2. Madras	..	..	..	..	..	..	50,118
3. United Provinces	..	..	..	..	..	..	22,514
4. Bombay	..	..	..	..	..	..	16,097
5. Punjab	..	..	..	..	..	..	11,650

TABLE II.—Total number of pupils (boys and girls)

Province							Pupils
1							2
1. Madras	..	..	..	..	..	..	3,193,426
2. Bengal	..	..	..	..	..	..	3,083,409
3. United Provinces	..	..	..	..	..	..	1,557,944
4. Bombay	..	..	..	..	..	..	1,430,465
5. Punjab	..	..	..	..	..	..	1,132,876

TABLE III.—Total expenditure on education, percentage of expenditure from different sources and the average annual cost per pupil

Province	Total expenditure	Percentage of expenditure from				Average annual cost per scholar to				Total cost per pupil
		Gov-ern-ment Funds	Local Funds	Fees	Other sources	Gov-ern-ment Funds	Local Funds	Fees	Other sources	
1	2	3	4	5	6	7	8	9	10	11
	Ra.					Ra. a. p.	Ra. a. p.	Ra. a. p.	Ra. a. p.	Ra. a. p.
1. Madras ..	5,51,51,957	46·4	14·8	17·7	21·6	8 2 9	2 8 8	3 1 10	9 12 9	17 9 7
2. Bengal ..	4,44,26,054	31·5	7·9	44·6	16·0	4 8 7	1 2 4	6 6 8	2 4 10	14 6 5
3. Bombay ..	4,31,65,908	42·1	18·8	24·6	14·5	12 6 5	5 8 10	7 8 11	4 4 4	29 7 6
4. United Provinces.	3,89,49,169	53·1	13·1	20·5	13·3	13 4 7	3 4 6	5 1 10	3 5 2	25 0 1
5. Punjab ..	3,22,09,044	50·7	13·8	25·4	10·1	14 6 10	3 14 8	7 3 8	2 18 8	28 6 10
British India	27,32,79,009	48·3	16·1	25·2	15·4	9 0 6	3 5 6	5 4 1	3 3 3	20 18 4

TABLE IV.—Percentage of pupils to total population

Province							Percentage
1							2
1. Madras	..	..	..	..	..	..	6.8
2. Bombay	..	..	..	..	..	..	6.8
3. Bengal	..	..	..	..	..	..	6.28
4. Punjab	..	..	..	..	..	..	5.40
5. United Provinces	..	..	..	..	..	..	3.35
British India	..	..	..	..	..	..	5.09

The total population of India is over 350 millions. Out of these only 28,138,856 are literates, i.e. persons possessing ability to read and write letters. This figure includes 4,109,105 literate females. The figures of literates per mille aged 5 and over, for certain major provinces, are given below :

TABLE V

Province							Literates per mille
1. Bengal	..	..	..	..	..	..	111
2. Bombay	..	..	..	..	..	..	108
3. Madras	..	..	..	..	..	..	108
4. Central Provinces	..	..	..	..	..	..	66
5. Punjab	..	..	..	..	..	..	63
6. United Provinces	..	..	..	..	..	..	55
British India	..	..	..	..	..	..	80.8

TABLE VI.—Anglo-Vernacular secondary schools for boys

Province						Number of schools	Enrolment
1						2	3
1. Bengal	..	..	..	..	..	3,027	464,969
2. Bombay	..	..	..	..	..	675	126,286
3. Madras	..	..	..	..	..	560	185,771
4. Punjab	..	..	..	..	..	555	184,821
5. United Provinces	..	..	..	..	..	323	101,759

TABLE VI.1—*Vernacular secondary schools for boys*

Province					Enrolment	
1					2	3
1. Punjab (a)	..	..	..	..	3,014	388,018
2. United Provinces	..	..	..	..	764	88,281
3. Bengal ..	..	..	..	..	44	3,036
4. Madras (b)	..	..	..	..	..	..
5. Bombay (b)	..	..	..	..	..	..

(a) Figures for lower middle schools, which are really " primary schools " with one or two additional classes added to them, are included.

(b) In Madras and Bombay middle vernacular schools are classified as primary schools and the figures for these two provinces are, therefore, included in the figures given in the following table :

TABLE VIII.—*Primary schools for boys*

Province	Number of schools	Number of pupils (boys and girls)	Enrolment of boys in classes I to V					
			I	II	III	IV	V	Total
1	2	3	4	5	6	7	8	9
1. Bengal ..	44,506	1,917,419	1,036,272	370,390	264,001	139,103	113,220	1,952,999
2. Madras ..	43,677	2,486,393	8,73,222	413,498	320,168	276,866	119,194	2,002,448
3. United Provinces	18,571	1,189,204	4,79,363	266,175	172,043	135,940	92,814	1,135,835
4. Bombay ..	13,188	1,052,337	2,91,697	164,525	150,506	124,142	102,182	840,052
5. Punjab ..	5,675	369,682	3,32,133	163,845	123,703	99,082	64,169	782,932

TABLE IX.—Percentage of school-going male population at primary schools

Province						Percentage of boys in primary classes to those of school-going age
1						2
1. Madras	..	..	..	..	..	72.3
2. Bengal	..	..	..	..	..	64.5
3. Bombay	..	..	..	..	..	61.0
4. Punjab	..	..	..	..	..	50.7
5. United Provinces	..	..	..	..	..	97.2
British India	..	..	..	..	..	61.0

N.B.—The number of primary schools or that of pupils attending them is not, however, the main criterion of determining the progress of primary education. The true index is the number of boys that continue in schools to the end of the primary school course and their class-wise distribution. The following two tables give the figures:

TABLE X.—Wastage among boys in primary classes

Province	Number of boys in				Proportion of boys in		Percentage of wastage
	Class I in 1932-33	Class II in 1933-34	Class III in 1934-35	Class IV in 1935-36	Class I in 1932-33	Class IV in 1935-36	
1	2	3	4	5	6	7	8
1. Bombay	274,081	154,068	145,303	134,142	100	45	55
2. Madras	836,701	397,142	313,714	276,366	100	33	6
3. United Provinces	484,352	253,909	166,855	125,940	100	26	74
4. Punjab	375,319	162,080	122,192	99,082	100	26	74
5. Bengal	987,205	314,501	262,174	189,106	100	14	86
British India	3,816,386	1,704,765	1,354,500	1,038,332	100	27	73

TABLE XI.—Average number of pupils per primary school for boys

Province	Number of primary schools for boys	Enrolment	Average number of pupils per primary school for boys
1	2	3	4
1. Bombay	13,138	1,053,387	80
2. Punjab	5,675	369,982	65
3. United Provinces	13,571	1,189,204	64
4. Madras	43,677	2,486,393	57
5. Bengal	44,508	1,917,419	43
British India	165,240	8,840,517	53

The above tables have been given to show the comparative position of the United Provinces in the sphere of educational activity. The tables below give particulars of different types of educational institutions in the United Provinces in detail. The figures are for the last completed year, viz. 1937-38.



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TABLE XII.—General summary of educational institutions and scholars in the United Provinces

Population—					Area in square miles—105,248	
Males	..	..	..	..	25,445,006	
Females	..	..	..	..	22,968,757	
Total					48,408,763	

Institutions	Number	Scholars	Stages* of instruction of scholars entered in column 3
	2	3	4
RECOGNIZED INSTITUTIONS			
<i>For Males</i>			
Universities	5	6,700	(a) 4,617, (b) 1,465.
Arts colleges	50	9,265	(a) 1,954, (b) 6,592.
Professional colleges ..	6	5,262	(a) 2,776, (b) 1,249.
High schools	225	94,455	(c) 78,226, (d) 16,229.
Middle schools	912	110,464	(c) 104,816, (d) 5,648.
Primary schools	18,275	1,221,215	(d) 1,221,215.
Special schools	745	27,634	
Total	20,220	1,475,055	
<i>For Females</i>			
Arts colleges	10	499	(a) 118, (b) 381.
Professional colleges ..	10	10	
High schools	39	10,951	(c) 4,759, (d) 6,192.
Middle schools	344	52,355	(c) 8,054, (d) 44,301.
Primary schools	1,734	80,924	(d) 80,924.
Special schools	60	928	
Total	2,187	145,667	
UNRECOGNIZED INSTITUTIONS			
For males	2,112	68,871	
For females	152	8,541	
Total	2,264	72,412	
GRAND TOTAL	24,671	1,698,134	

* (a) In graduate and post-graduate classes.
 (b) In intermediate classes.

(c) In secondary stages.
 (d) In primary stages.

LE XIII.—General summary of expenditure on education showing (a) total expenditure, (b) percentages of expenditure from Government funds, local bodies, fees and other sources, and (c) cost per scholar in schools of each kind

Item	Total expenditure	Percentage of expenditure from				Cost per scholar to--					Total cost per scholar
		Government funds	Board funds	Fees	Other sources	Government funds	Board funds	Fees	Other sources		
1	2	3	4	5	6	7	8	9	10	11	
	Rs										
Direction and Inspection ..	17,30,003	80.7	19.8	..	..	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Universities ..	53,01,837	49.8	..	23.6	27.1	..	..	..	..	..
Board of Secondary and Intermediate Education.	2,69,192	..	..	99.6	..	..	..	..	..	..
Miscellaneous* ..	66,01,752	30.0	17.1	23.5	29.4	..	..	..	..	..
Totals ..	1,35,10,84	43.0	10.6	22.1	24.3	..	..	..	..	..
<i>Institutions for males</i>											
Arts Colleges including Associated Intermediate Colleges.	10,48,854	48.5	1.0	43.0	7.5	85 14 0	1 11 8	76 2 1	13 3 9	175 15 1	
Professional Colleges ..	7,53,666	61.0	..	34.0	4.6	538 12 1	3 1 8	330 10 5	41 0 7	883 8 9	
High Schools including Intermediate Colleges.	87,16,802	51.9	1.7	25.8	10.6	45 6 5	1 8 1	31 4 6	9 4 0	87 7 0	
Middle Schools ..	26,13,418	45.5	17.3	20.6	10.6	10 12 1	4 1 8	6 4 8	2 8 1	23 10 6	
Primary Schools ..	88,41,667	65.2	28.6	3.7	2.5	4 11 6	2 1 2	0 4 4	0 2 11	7 3 10	
Special Schools ..	14,85,764	75.3	6.8	2.2	15.7	40 5 11	3 10 10	1 2 10	8 6 8	53 10 3	
Totals ..	2,32,00,201	57.5	13.8	20.8	7.6	9 4 1	4 3 5	3 5 3	1 3 4	16 0 1	
<i>Institutions for females</i>											
Arts Colleges ..	28,752	33.3	..	27.6	39.1	127 7 1	..	105 13 10	15 0 10	383 5 8	
Professional Colleges ..	..	..	..	..	..	..	..	..	..	..
High Schools including Intermediate Colleges.	12,66,471	47.5	1.9	32.7	17.9	53 1 4	2 1 6	36 9 9	13 15 7	111 12 1	
Middle Schools ..	13,23,377	51.7	19.3	12.8	16.3	18 1 3	4 13 9	3 3 10	4 1 7	25 4 5	
Primary Schools ..	7,90,850	34.6	54.3	3.4	7.7	8 1 3	4 13 5	0 4 10	0 11 0	3 14 0	
Special Schools ..	2,31,818	84.3	..	4.4	10.7	209 15 11	1 9 1	11 1 0	25 10 3	349 4 3	
Totals ..	35,70,798	48.7	18.8	17.6	14.9	11 15 3	4 9 9	4 4 11	3 10 7	24 3 5	
GRAND TOTALS ..	4,08,41,763	52.2	13.1	20.9	13.8	9 7 11	2 6 11	3 6 8	1 6 10	16 12 4	

*Includes expenditure on buildings.

TABLE XIV.—*Number of institutions of all kinds for boys and girls with enrolment*

Kind of institution					Number of institutions	Enrolment
1					2	3
1. Government	..	..	..	..	271	46,893
2. District Board	..	..	..	..	14,770	1,039,875
3. Municipal Board	..	..	..	..	1,277	151,144
4. Aided	..	..	..	..	5,790	343,491
5. Unaided	..	..	..	..	299	19,816
Total					22,407	1,620,722
Unrecognized institutions					2,264	72,412
GRAND TOTAL					24,671	1,693,134

TABLE XV.—*Percentage of scholars to total population*

					Recognized institutions	All institutions
1					2	3
Males	..	..	..	..	5.48	5.73
Females	..	..	..	..	0.99	1.02
Total					3.34	3.49

TABLE XVI.—*Expenditure on all kinds of institutions from different sources*

Head					Amount	Percentage to the total
1					2	3
					Rs.	
1. Government Fund	..	..	..	..	2,12,46,557	52.02
2. District Board Fund	..	..	..	..	34,53,679	8.46
3. Municipal Board Fund	..	..	..	..	19,23,382	4.78
4. Fees	..	..	..	..	85,54,541	20.90
5. Other sources	..	..	..	..	56,61,624	13.84
Total					4,08,41,788	100

TABLE XVII.—*Percentage distribution of total expenditure on education allotted to different branches*

Head					Percentage
1					2
1.	University Education ..	..	..	..	12.8
2.	College Education ..	..	..	..	2.6
3.	Secondary Education ..	..	..	..	94.1
4.	Primary Education ..	..	..	..	23.4
5.	Special Education, Training, Engineering, etc.	..	..	..	6.0
6.	Building and Equipment ..	..	..	..	5.6
7.	Direction ..	..	..	..	0.7
8.	Inspection ..	..	..	..	8.6
9.	Miscellaneous (scholarships, etc.) ..	..	..	..	11.2
Total ..					100

TABLE XVIII.—*Number of secondary institutions (anglo-vernacular and vernacular) with enrolment*

Kind of institution					Number	Enrolment
1					2	3
1.	Government ..	..	..	..	65	24,504
2.	District Board ..	..	..	..	662	31,436
3.	Municipal Board ..	..	..	..	44	8,396
4.	Aided ..	..	..	..	298	84,439
5.	Unaided ..	..	..	..	94	9,902
Total ..					1,163	2,08,677

TABLE XIX.—*Showing total direct expenditure from different sources on secondary institutions*

Source					Amount
1					2
					Rs.
1.	Provincial Revenues ..	..	..	..	53,44,353
2.	District Board Funds ..	..	..	..	3,37,230
3.	Municipal Board Funds ..	..	..	..	2,65,627
4.	Fees ..	..	..	..	35,44,906
5.	Other sources ..	..	..	..	10,30,453
Total ..					1,05,22,659

TABLE XX.—Number of Intermediate Colleges with enrolment and expenditure on them from different sources

Kind of institution	Number	Enrolment	Expenditure from—				
			Provincial revenues	District or Municipal funds	Fees	Other sources	Total
1	2	3	4	5	6	7	8
			Rs.	Rs.	Rs.	Rs.	Rs.
1. Government	8	1,24	5,99,148	..	1,62,274	5,008	7,66,430
2. Aided ..	28	5,266	4,41,348	7,590	6,71,031	2,53,179	13,73,148
3. Unaided ..	..	..	..	..	..	..	..
Total ..	36	6,511	10,40,496	7,590	8,33,305	2,58,187	21,39,578

TABLE XXI.—Number of Anglo-Vernacular High Schools. their enrolment and expenditure on them from different sources

Kind of institution	Number	Enrolment	Expenditure from—					
			Provincial revenues	District Board funds	Municipal Board funds	Fees	Other sources	Total
	2	3	4	5	6	7	8	9
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Government.	48	21,899	16,81,717	..	..	4,30,176	8,817	21,20,710
2. Municipal Board.	6	2,361	80,480	..	79,664	51,196	..	1,61,340
3. Aided ..	157	66,857	14,19,832	5,084	57,417	15,13,584	4,62,220	34,57,637
4. Unaided	6	1,281	..	..	..	30,023	25,035	55,088
Total ..	217	91,898	31,31,529	5,084	1,37,031	20,24,573	4,96,102	57,94,775

TABLE XXII.—*Number of Primary and Middle Schools for boys and girls, and the number of pupils reading in them*

Type of institution	Institutions for			Enrolment in the schools for		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
1. Primary Schools ..	18,275	1,784	20,009	1,221,315	80,924	1,302,199
2. English Middle Schools	117	72	189	13,691	10,368	24,059
3. Vernacular Middle Schools.	795	272	1,067	96,773	41,987	138,760
Total ..	19,187	2,078	21,265	1,331,679	1,33,279	1,464,958

TABLE XXIII.—*Number of Primary and Middle Schools for boys and girls classified according to the type of management*

Kind of institution	For males						For females					
	Government	District Board	Municipal Board	Aided	Unaided	Total	Government	District Board	Municipal Board	Aided	Unaided	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
1. Primary Schools	15	13,090	831	4,227	112	18,275	7	908	242	572	10	1,784
2. English Middle Schools.	1	..	5	47	64	117	3	..	8	68	3	72
Vernacular Middle Schools.	8	662	39	67	25	795	78	61	45	86	2	272
Total ..	24	13,752	869	4,341	201	19,187	88	964	295	716	15	2,078

TABLE XXIV.—Direct expenditure on Middle and Primary Schools and the sources from which it is met

Source of expenditure	Expenditure incurred on institutions for—										Grand total (5+9)
	Males					Females					
	Primary Schools	English Middle Schools	Verna- cular Middle Schools	Total (2+3+4)	Primary Schools	English Middle Schools	Verna- cular Middle Schools	Total (6+7+8)			
1	2	3	4	5	6	7	8	9	10		
1. Government Funds ..	Rs. 57,62,231	Rs. 1,58,943	Rs. 10,23,160	Rs. 69,50,324	Rs. 2,47,980	Rs. 2,47,619	Rs. 4,97,101	Rs. 9,31,036	Rs. 78,81,330		
2. District Board Funds..	.. 18,53,041	.. 1,150	.. 3,31,046	.. 21,85,237	.. 1,24,900	.. 2,199	.. 35,864	.. 1,63,983	.. 23,49,220		
3. Municipal Funds ..	.. 6,54,475	.. 20,031	.. 1,06,925	.. 7,96,411	.. 2,66,638	.. 70,320	.. 1,44,934	.. 4,81,907	.. 12,78,338	
4. Fees ..	.. 3,24,226	.. 2,55,764	.. 4,39,488	.. 10,21,478	.. 21,630	.. 1,18,463	.. 51,081	.. 1,94,175	.. 12,15,653	
5. Other sources ..	.. 2,24,704	.. 2,28,482	.. 48,429	.. 5,01,615	.. 55,431	.. 1,13,109	.. 71,616	.. 2,70,185	.. 7,71,801	
Total ..	83,41,661	6,64,370	19,49,018	1,14,55,035	7,30,880	5,82,707	7,40,670	30,41,257	1,34,99,342		

TABLE XXV.—*Classwise distribution of boys and girls up to class XII*

Class		Boys	Girls	Total
1		2		4
Primary	Infants ..	475,488	121,227	596,665
	Class I ..	272,932	41,482	314,414
	Do. II ..	180,275	25,028	205,298
	Do. III ..	135,023	14,308	149,388
	Do. IV ..	100,521	9,784	110,255
Middle ..	Do. V ..	50,977	4,689	55,666
	Do. VI ..	45,842	3,804	49,646
	Do. VII ..	43,926	1,848	45,774
	Do. VIII ..	14,868	1,863	16,221
High ..	Do. IX ..	13,630	607	14,237
	Do. X ..	12,314	538	12,852
Intermediate	Do. XI ..	399	311	4,807
	Do. XII ..	3,983	195	4,131
Total ..		1,353,673	235,129	1,578,802

TABLE XXVI.—*Details of teachers*

Class of institution	Men			Women		
	Trained teachers	Un-trained teachers	Total	Trained teachers	Un-trained teachers	Total
1	2	3	4	5	6	7
<i>Primary Schools</i>						
Government ..	25	8	33	9	8	12
Local Board ..	26,281	2,619	28,900	211	897	1,108
Municipal Board ..	2,422	978	3,400	170	495	665
Aided ..	319	5,279	5,598	68	612	680
Unaided ..	88	210	248	7	28	35
Total ..	29,085	9,094	38,179	465	2,035	2,500
<i>Middle Schools</i>						
Government ..	71	3	74	371	188	554
Local Board ..	3,419	166	3,585	65	186	201
Municipal Board ..	272	56	328	100	174	274
Aided ..	434	345	779	654	580	1,184
Unaided ..	198	849	542	37	48	85
Total ..	4,389	919	5,308	1,227	1,071	2,299
<i>High Schools</i>						
Government ..	960	315	1,275	20	1	21
Local Board ..	..	..	..	..	..	..
Municipal Board ..	66	55	121	8	4	12
Aided ..	1,917	2,134	4,051	446	247	693
Unaided ..	45	57	102	26	2	28
Total ..	2,988	2,561	5,549	500	254	754
GRAND TOTAL ..	36,462	12,574	49,036	2,192	3,360	5,552

TABLE XXVII.—*Number of Muslim scholars in different types of vernacular primary institutions*

Kind of institution	Number of institutions	Number of Muslim pupils
1	2	3
1. Islamia Schools	639	30,067
2. Aided Maktabas	1,597	62,553
3. Unaided institutions	1,528	7,559
Total	3,764	120,578
Number of Muslim pupils in ordinary primary schools maintained or aided by boards		119,512
Grand Total of Muslim scholars		240,120

TABLE XXVIII.—*Number of depressed class schools with enrolment*

1	2
1. Number of schools.. .. .	655
2. Number of pupils—	
(a) Depressed classes	18,415
(b) Others	9,806
Total (a) + (b)	28,251
3. Total number of depressed class pupils in all kinds of schools	166,735

TABLE XIX.—*Municipalities which have introduced compulsory primary education under the United Provinces Primary Education Act, 1919.*

Name of municipality	Area in which compulsion has been introduced	Date of introduction of compulsion
For Boys		
1922-23		
1.—Cawnpore	Moulganj and Patkapur wards	5th October, 1922.
2.—Moradabad	Whole municipality (excluding Civil lines).	1st January, 1923.
3.—Bareilly	Whole municipality ..	Ditto.
4.—Balrampur (Gonda) ..	Purenia Tal ward ..	Ditto.
5.—Bulandshahr	Whole municipality ..	Ditto.
6.—Lakhimpur (Kheri) ..	Ditto	Ditto.
7.—Ghazipur	Ditto	Ditto.
8.—Kashipur (Naini Tal) ..	Ditto	Ditto.
1923-24		
9.—Brindaban (Muttra) ..	Whole municipality ..	7th May, 1923.
10.—Koneh	Ditto	Ditto.
11.—Lucknow	Wazirganj ward ..	1st July, 1923.
12.—Roorkee (Saharanpur) ..	Whole municipality ..	1st September, 1923.
1924-25		
13.—Sitapur	Whole municipality ..	1st July, 1924.
14.—Hardoi	Ditto	1st November, 1924.
15.—Unao	Northern ward ..	Ditto.
16.—Sonon (Etah)	Ward no. III ..	1st December, 1924.
17.—Muzaffarnagar	Ward no. II ..	16th January, 1925.
1925-26		
18.—Meerut	Within city walls ..	1st April, 1925.
19.—Agra	Kotwali ward ..	15th November, 1925.
20.—Muttra	Whole municipality (excluding Civil Lines).	Ditto.
21.—Jhansi	Wards nos. IV and VI ..	Ditto.
22.—Aligarh	Risalganj ward ..	16th November, 1925.

Name of Municipality	Area in which compulsion has been introduced	Date of introduction of compulsion
1927-28		
23.—Ghaziabad (Meerut) ..	Whole municipality ..	6th April, 1927.
24.—Firozabad (Agra) ..	Ditto ..	20th September, 1927.
25.—Kasganj (Etah) ..	Ditto ..	10th July, 1927.
26.—Allahabad ..	Wards nos. IV and V ..	Ditto.
27.—Benares ..	Chowk ward ..	Ditto.
28.—Mainpuri ..	Whole municipality ..	31st December, 1927.
19(a).—Agra ..	Rakabganj and Lohamandi wards.	8th February, 1928.
1928-29		
29.—Naini Tal ..	Whole municipality ..	1st April, 1928.
15(a).—Unao ..	Eastern, Western and Southern wards.	14th April, 1928.
30.—Sikandrabad (Bulandshahr).	Whole municipality ..	10th June, 1928.
31.—Bijnor ..	Ditto ..	1st July, 1928.
32.—Hapur (Meerut) ..	Ditto ..	14th October, 1928.
33.—Budaun ..	Ward no. 4 ..	10th November, 1928.
34.—Hathras (Aligarh) ..	Whole municipality ..	25th November, 1928.
1929-30		
11(a).—Lucknow ..	Yahiaganj, Chowk, Saadatganj and Daulatganj wards.	29th August, 1929.
1930-31		
1(a).—Cawnpore ..	Anwarganj and Sadar Bazar wards.	8th April, 1930.
35.—Mirzapur ..	Ganeshganj and Wellesleyganj (excluding Tarkapur and Mahwari) wards.	26th May, 1930.
1931-32		
36.—Saharanpur ..	Whole municipality ..	1st July, 1931.
For Girls		
1.—Cawnpore ..	Moulgunj, Patkapur, Sadar Bazar and Anwarganj wards.	11th September, 1935.
2.—Mirzapur ..	Ganeshgunj and Wellesleyganj (excluding Tarkapur and Mahwaria wards).	2nd January, 1936.
3.—Muttra ..	Holidarwaza ward no. II ..	Ditto.

TABLE XXX.—*District Boards which have introduced compulsory primary education under the United Provinces District Boards Primary Education Act, 1926.*

Name of district board	Number of areas where compulsion has been introduced	Date on which compulsion was introduced by the Board
For Boys		
1928-29		
1.—Gonda	4 school areas	12th April, 1928.
2.—Lucknow	6 school areas	16th April, 1928.
3.—Bara Banki	Surajpur pargana	21st April, 1928.
4.—Cawnpore	Mandhana and Shrinagar centres.	8th May, 1928.
5.—Mirzapur	10 school areas	16th May, 1928.
6.—Allahabad	88 village areas	21st May, 1928.
7.—Bijnor	8 village areas	1st July, 1928.
8.—Muttra	1 town area and 1 notified area.	Ditto.
9.—Partabgarh	1 tahsil	Ditto.
10.—Moradabad	3 town areas and 1 village area	5th July, 1928.
11.—Agra	6 village areas	23rd July, 1928.
12.—Meerut	Ditto.	13th August, 1928.
13.—Sitapur	165 village areas	26th September, 1928.
14.—Muzaffarnagar	1 school area	19th November, 1928.
15.—Gorakhpur	2 school areas	27th November, 1928.
16.—Budaun	Ditto.	1st December, 1928.
17.—Unao	8 school areas	4th December, 1928.
18.—Shahjahanpur	1 town area	17th December, 1928.
19.—Hardoi	1 village area and 2 notified areas and 1 town area.	1st January, 1929.

Name of district board	Number of areas where compulsion has been introduced	Date on which compulsion was introduced by the Board
	1929-30	
20.—Fatehpur	6 school areas	4th April, 1929.
21.—Etawah	4 village areas	1st July, 1929.
22.—Ghazipur	2 school areas	6th August, 1929.
23.—Garhwal	Ditto	8th December, 1929.
	1830-31	
24.—Saharanpur	16 school areas	15th April, 1930.
	1934-35	
25.—Benares	6 school areas	1st July, 1934.
	1936-37	
7(a).—Bijnor	Dharamnagri School area ..	8th April, 1936.
	For Girls	
1.—Etawah	Ekdil village area	18th March, 1936.
2.—Lucknow	Itauna and Kakori village area	29th April, 1936.

Note for boys—The number of boys liable to compulsion in municipal areas is 60,772. The total recurring expenditure is Rs.5,07,134 of which Government share is Rs.3,43,653. The number of boys liable to compulsion in the District Board areas is 57,055; the total recurring cost is Rs.3,86,260 of which Government share is Rs. 2,55,970.

Note for girls—Compulsory primary education for girls has been introduced only recently by two district boards (Lucknow and Etawah) and three municipalities (Cawnpore, Mirzapur and Muttra) in their selected areas. These boards are given recurring and non-recurring grants from provincial revenues for the purpose.

TABLE XXXI.—Statistics of educational institutions in rural areas, United Provinces

Types of institution	Number of institutions and scholars								Expenditure on institutions (direct and indirect)				Number of teachers			
	Government		District Board		Private		Total		From Government funds	From District Board funds	From other sources	Total expenditure	In Government schools	In District Board schools	In private schools	Total
	Institutions	Scholars	Institutions	Scholars	Institutions	Scholars	Institutions	Scholars								
I	3	3	4	5	6	7	8	9	Rs.	Rs.	Rs.	Rs.	14	15	16	17
I—RECOGNIZED INSTITUTIONS																
For Males																
Arts Colleges	..	..	..	..	8	764	8	764	43,428	12	1,33,773	1,77,313	..	..	79	79
High Schools	..	31	..	..	14	3,429	15	3,747	1,74,653	501	1,74,653	3,07,983	..	..	215	232
Middle Schools	..	111	..	..	16	1,358	17	1,364	31,371	427	66,584	88,983	..	..	137	137
Schools { English	..	..	..	..	15	6,495	479	6,974	6,34,425	3,99,978	1,40,244	11,94,649	..	2,030	259	2,289
Schools { Vernacular	..	..	..	..	74	54,504	..	..	..	..	..	..	..	..	..	..
Primary Schools	..	820	12,670	879,510	3,350	124,284	16,033	1,004,614	50,01,061	23,70,752	3,27,387	75,99,200	23	27,078	3,983	31,064
Training Schools	..	13	952	23	391	86	41	1,329	3,40,585	34,978	13,912	3,99,478	10	67	14	131
Schools for adults	..	8	102	15	439	142	160	3,703	3,479	8,149	1,603	8,231	3	13	145	161
Other schools	..	509	..	171	164	5,673	177	6,358	2,9,929	17,016	54,164	97,209	15	9	225	245
Total	41	2,812	13,118	934,915	3,766	145,146	16,925	1,083,873	62,35,163	28,26,818	3,10,918	98,63,294	178	29,197	5,047	34,422
For Females																
Arts Colleges	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
High Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Middle Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Schools { English	..	194	..	..	5	354	..	354	9,369	..	13,841	28,210	..	..	40	40
Schools { Vernacular	..	..	..	..	6	368	31	2,150	19,645	10,594	9,486	40,125	..	61	21	88
Primary Schools	..	37	718	25,073	883	12,129	1,103	27,239	1,55,032	1,14,796	6,303	2,56,183	2	844	408	1,254
Training Schools	..	104	..	..	4	46	..	150	12,409	..	4,302	16,711	..	..	7	16
Agricultural Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Schools for adults	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Other schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total	11	335	742	26,631	335	13,857	1,151	29,893	1,96,455	1,35,730	38,934	8,56,179	17	905	476	1,398
Grand total for all recognized institutions.	52	3,147	13,860	961,546	4,101	158,043	18,076	1,122,766	64,21,615	29,52,603	3,44,353	1,02,18,473	195	30,102	5,523	35,820

CHAPTER III

BASIC EDUCATION

Under the present scheme the Primary and Lower Secondary or Middle stages of education comprise classes Infant and I to VII of vernacular schools, and classes Infant and I to VIII of the anglo-vernacular schools. The primary stage consisting of the preparatory or lower primary classes, i.e. Infant, I and II and the upper primary, i.e. classes III and IV, is common to both types of schools. The subjects of study and the curricula are similar, except that in the anglo-vernacular schools English is introduced as a compulsory subject in the upper primary classes. The curricula of the middle section (i.e. classes V to VII of vernacular and classes V to VIII of anglo-vernacular schools) differ materially, apart from the fact that in the anglo-vernacular schools the teaching of English throughout the course is compulsory, whereas in the vernacular schools English is only an optional subject. Thus although education in classes Infant, I and II is common for boys and girls over the whole province, there is bifurcation from the upper primary section. Vernacular education is mainly intended for the rural population, and anglo-vernacular for the urban population. This practice has resulted in a sharp and unwholesome difference in the general outlook of our rural and urban populations. We entirely agree with the Hon'ble Minister of Education that this unnatural distinction should disappear.

2. Then, again, the distinction between anglo-vernacular and vernacular education which starts immediately after the lower primary classes and which is based on the fact that English is compulsory in the former and optional in the latter, has divided education into two rigidly separated compartments. The division affects curricula, courses, organization, inspection, finance and direction. But its basis is quite artificial and its operation harmful. Anglo-vernacular schools are supposed to suit the needs of urban and vernacular schools those of rural areas. Boys reading in anglo-vernacular schools are supposed to be superior to those reading in vernacular schools. The outlook of the two, their modes of life and their aspirations are affected by this attitude. The sense of inferiority under which the vernacular schools labour leads them to copy the courses and syllabuses of anglo-vernacular schools and to neglect the realities of country life with which education should be linked. Many boys of vernacular schools after passing the Vernacular Final Examination spend an extra year to learn English in order to better their prospects in life and be able to pursue

courses of higher education. This tendency deprives the country-side of its talent and impoverishes the life of the villages.

3. Hardly 20 per cent. of the pupils admitted in the Infant class reach class IV. This implies that 80 per cent. of boys and girls fail to complete the course of primary education which runs over only five years. These children cannot be regarded as having received a permanent impress of literacy upon their minds. Most of them are bound to relapse into illiteracy in later life. The wastage is thus enormous and involves an immense waste of money and effort.

4. The causes of this waste and inefficiency are many. One of the reasons is the uneven distribution of primary schools, leading to a considerable proportion of them being ineffective and uneconomical. The task of a more equitable distribution of schools is made all the more difficult on account of the demand for segregate schools for special communities, the demand for separate provision for boys and girls, and the establishment of uneconomical, unnecessary and unsuitable schools under local pressure. As a large proportion (47 per cent.) of such schools are staffed with one teacher they are educationally inefficient. Another cause which makes the primary and vernacular middle schools unattractive is that education in them is mechanical and divorced from life and does not provide for the real needs of the rural population. Children who at their age love activity and play are put to long hours of dull and inactive book-work, spending too much of their time in immobile study. Children are naturally glad to get out of such schools and parents finding their wards ruining their health in unprofitable pursuits do not show any eagerness to keep them there.

5. It is true that some attempts have been made by the Education Department to remove this defect. In primary schools handwork has been introduced, and in many such schools boys will now be found engaged in simple string and rope-making, basket-making, charpoy stringing, *tat-patti* weaving, newar weaving, paper cutting, palm-leaf mat and fan making, etc. In vernacular middle schools courses in wood-work, agriculture, and rural knowledge have been introduced.

6. So far these attempts have, however, been in the nature of experiments and have mostly owed their impetus to individual efforts. On the whole, therefore, the introduction of practical work in schools remains undeveloped.

7. But there is a grave defect in the lines which the Department has so far followed, for (?) it has treated practical activities as subjects by themselves, and made little effort to correlate them with other subjects of the curriculum. Thus the instruction imparted is isolated from handwork and, therefore, much of the educational value of handicrafts remains unexploited. Boys are made to spend too much of their time in grasping the rudiments of knowledge which the present-day

primary school curriculum prescribes. If this curriculum were linked up with productive activities of educational value, a new orientation would be given to the education of the young children, making their studies more interesting and realistic and leading to a more profitable utilization of their time.

8. Then, again, the guardians of students are out of touch with the schools and they are seldom consulted regarding the education of their children. They are also not convinced about the utility of the education which their children receive. The system is such that it fails to create any enthusiasm in the parents for education.

9. These general defects of primary education are to be found even in those areas where compulsion has been enforced. The system of compulsory primary education now in force is based on the United Provinces Primary Education Act of 1919 for the municipal areas, and on the United Provinces District Boards Primary Education Act of 1926 for district board areas. The Acts provide for the introduction of compulsory education in a part or the whole of any municipal or district board area.

10. The measures for making primary education compulsory in selected areas have unfortunately not fulfilled expectations, because of the fact that there has not been simultaneous improvement in the quality of education. Wastage and extravagance are writ large over the system.

11. The general causes affecting the efficiency of primary education are operative in this sphere also. The people are poor and they eke out their living with the help of the earnings of their children whose services are in requisition from morning till dusk. Naturally they are disinclined to send their children to school, and if they are compelled to do so, the attendance is never regular. Hence education is ineffective. If the education given in the schools were of a type which fitted the children for their hereditary occupations or for other gainful pursuits, if time spent by children at school were not largely devoted to book-work and dull indoor routine, and if they were engaged for a considerable portion of their day at school in outdoor activities co-ordinating hand, eye and brain, then much of the objection of parents would disappear.

12. The enormous wastage of time, energy and money which is such a regrettable feature of our present system of primary education, and its difficulties and defects which constitute such an obstacle to the solution of the problem of illiteracy require a radical departure from the existing methods. The new system which should replace the old should have the following principles as its basis :

(i) There should be a uniform system of compulsory primary education for all children both in rural and urban areas.

(ii) Compulsory primary education should be provided free on a nation-wide scale and should extend over seven years.

(iii) Throughout this period education should, as far as possible, be carried on through concrete life-situations and should be correlated with one or more forms of manual and productive work and with the social and physical environment of the child. The choice of the craft or crafts should be made with due regard to their educational value and to the environment of the child.

(iv) The medium of instruction throughout the period of seven years should be Hindustani, viz. "the language commonly spoken and understood in the United Provinces, definitely combating the tendencies towards over-Sanskritization or over-Persianization."

13. The evil effects of the division of education between vernacular and anglo-vernacular schools have become so well known that it is not necessary to notice them here at length. The reasons for this division have largely disappeared. What is known as anglo-vernacular education was really at one time the system of education in which English was the medium of instruction. This unnatural and unsound system was given up gradually. At first English used to become the medium of instruction at the middle stage, then at the High School stage and now it is being ousted from the Intermediate stage. At the same time the so-called vernacular school is no longer purely vernacular, as English has been introduced as an optional subject. The difference that now remains is, therefore, not one of principle but of details. There is no reason why the snobbish feeling of superiority engendered by the atmosphere of anglo-vernacular schools should be allowed to continue and to harm the sense of solidarity and equality of the educated. A uniform system is bound to develop a uniformity of outlook and national oneness.

14. Nor need we labour the principle that compulsory education should be free and should extend over seven years. It was suggested in the Committee that the lower age for compulsion should be six and the period of compulsion should be only five years. One of the reasons advanced in support of this view was that the parents would willingly keep their boys in schools while they were young but would take them away as they grew older and were able to earn something.

15. The Committee admits that there is considerable force in this argument but is of opinion that adverse economic conditions should not deter Government from enforcing the plan of education that we have recommended. The Committee hopes that by suitable adjustments of the time-table, and by observing such holidays as suit the needs of the agricultural population it will be possible to overcome in a certain measure the difficulties suggested. In most civilized countries of the West and the East compulsory education is free. It has been found from experience that in order to impart permanent literacy and, what is

much more important, to give the irreducible minimum of genuine culture to every boy and girl and to develop his or her ideas of good citizenship which are necessary in individuals belonging to a society aspiring to lead an independent national life, education of a shorter duration will not do. "The main purpose of compulsory education is to form and strengthen the character and to develop the intelligence of the children and to enable them to fit themselves for the work of life and to awaken them to the basic interests of civilized existence." Seven years must be the minimum. Its duration in many countries of the West which have recently re-organized their education is eight years and in some seven.

16. Secondly, investigations indicate that the age period 10--14 may be taken as a period of stabilization and consequently a period of great importance in the mental development of the child. For psychological reasons it is not desirable to impart social and civic training at an earlier age. The Committee considers it necessary that the child should remain at school between the ages of 7 and 14. For children of pre-school age the Committee is of opinion that arrangements should ordinarily be made by private agencies. The State is not in a position to provide for them on a large scale. It should, however, provide model kindergartens in suitable centres, both rural and urban, and should arrange pre-school education in other ways. The Committee also recommends that wherever possible children's clubs, in charge of properly qualified teachers, should be opened in Basic Schools and girls attending the higher classes of these schools should be encouraged to participate and assist in their activities.

17. Our third principle is based on the conviction that the education of a child through craft and productive work is a psychologically sound method, for it stresses the co-ordination of training in the use of the hand and the eye, training in practical skill and observation. We are convinced that the present method of instruction which is predominantly book-centred is wrong, and that a shift must take place towards making education child-centred. An education which makes the child the centre of interest must take into consideration the physical and social environment of the child and the active reactions of the child to its environment. Boys and girls are intensely active during this period of their life. Therefore, creative work should be the centre of their education and their activity should have some objective value. In other words education must be through concrete life-situations and the curriculum of studies must be based upon active and creative work. All educationists are agreed that the education which brings into full play all the inherent capacities of the child is vastly more effective in developing the intellectual abilities of the child than the narrow education which is centred round book learning. It is to guard against the possibility of the new system degenerating into a passive type of education that we lay so much emphasis on the teaching of a handicraft.

Instruction in a handicraft should be made compulsory for its educational value. A craft that is intimately connected with our history and culture can be made a suitable medium of instruction in our Basic Schools. It is recognized that there are difficulties in achieving this principle of correlation in practice. Much would depend on the quality of the teachers who are employed in our Basic Schools. If the teacher is not trained in the new method of teaching and if, further, he has no faith in its superiority, he would certainly make the whole thing dull and uneconomical. Correlation is indeed a difficult task to perform and unless the teacher is specially equipped for the purpose and has whole-hearted sympathy with the social programme, the new experiment is bound to end in failure.

18. The teaching of a handicraft will also incidentally provide the alumni with a vocation in life which they can pursue if they do not choose to receive college education.

19. Another object in including crafts in the programme of studies is to teach young children that labour is the foundation of society and that it is their duty to participate in co-operative activities and to recognize the dignity of labour.

20. A few members of the Committee expressed doubts about the soundness and practicability of the new scheme. They expressed their willingness to give it a fair trial in certain selected areas but they were not in favour of introducing it throughout the province. They were of opinion that the new syllabus required fairly extensive experimental work and that it was not proper to adopt such a revolutionary scheme without preliminary experimentation and verification. In reply it was pointed out that the fundamentals of the scheme had been accepted by well-known educationists and that "New Education" had been everywhere reconstructed on these principles which had passed beyond the stage of experiment. One member also criticised the scheme on the ground that it laid too much emphasis on the compulsory teaching of a handicraft on utilitarian grounds. He conceded the educational value of manual instruction, but pointed out that the scheme aimed at the productive type of work and not the educative. Some members said that while selecting the crafts the industrial needs of the province should also be kept in view.

21. It is admitted that as inclinations and aptitudes differ, a single craft should not be adopted for the whole province. The schools are, therefore, free to adopt a craft that may suit local conditions. If a school can afford to do so it may make provision for several handicrafts. We have, therefore, recommended a seven years' course which is organized as a significant and comprehensive unit of experience rather than a course which is an aggregate of isolated units of study.

22. Correlation of studies and work must be the method of our new schools. Activity guided by rational principles must drive away dull

routine. Schools must be hives of busy children, attractive, interesting and alive.

23. In the choice of the craft the Indian conditions of life will naturally be our guide. India is principally an agricultural country and, therefore, agriculture and the ancillary occupations like spinning and weaving are bound to play an important role. But we are not rigidly wedded to any particular handicraft. Woodwork, card-board work, leather work, metal work, pottery, etc., in fact any type of craft will do, so long as it is remembered that activity of an interesting, useful and productive kind is required and that it could be used as a suitable medium of instruction.

24. On the fourth principle there is no fear of disagreement. It is unthinkable that the education of the young at this stage should be through the medium of any other language but the language of the province. The spoken tongue of our province is Hindustani which constitutes the common element of both literary Hindi and literary Urdu, their differences lying mainly in the use of a large number of Sanskrit or Persian and Arabic words. Without entering into the pros and cons of the controversy, we must say that it is quite reasonable that one common language should be used as the medium of instruction. As regards the script, a considerable body of opinion in the Committee was in favour of the adoption of Roman as the sole script for use in the Basic Schools while another section favoured its adoption as a second script in the upper classes only. The majority, however, is of opinion that Hindustani should be taught in both the scripts (Devanagari and Persian) compulsorily so that separatist tendencies may be checked and the evolution and enrichment of a common language and culture helped.

25. There is no need of introducing English at this stage, and some of the time thus saved should be devoted to the learning of the mother tongue correlated with other subjects.

26. We recommend that in order to mark distinctly the new departure in education we should introduce a new term for these schools where compulsory instruction for seven years will be given. We propose that they should be called "Basic Schools" and the education given in them be named Basic Education.

27. Basic Schools will replace all vernacular and anglo-vernacular, preparatory, primary and middle schools whether for boys or girls or both, in rural and urban areas, throughout the province. Thus one uniform system will replace the present multiplicity and confusion of aims, methods and organizations.

28. Basic Schools in the rural and urban areas should be of the same type. The Basic Schools should be regarded as self-complete units. The Committee is opposed to the principle of differentiated curricula in

Basic Schools. Some members advocated a differentiation in the curriculum at the age of twelve in order to serve the psychological needs of children of that age. According to them it was necessary at that age to permit variation in the courses to suit the varying interests and abilities of young children. But the suggestion was turned down by the Committee. The Committee, however, agreed to permit differentiation of crafts in the last two years of Basic Schools. The Committee also accepted the principle of permitting diversion at the end of the fifth year. Boys and girls may accordingly be permitted to leave the Basic School at the age of 12, i.e. after finishing Class V, in order to join some other educational institution of an advanced type recognized by the State, on condition that they would have to stay there for at least two years. It was proposed in the Committee that the last two classes of Basic Schools should be attached to the secondary schools as their lowest classes. There was considerable difference of opinion on the question. Those who were in favour of the proposal based their opinion on the advantage that would accrue to the child by joining at this age a secondary school where the teaching will of necessity be of a higher type.

29. In view of the diversion permitted at the end of Class V it will be necessary for the colleges to maintain in the classes corresponding to Classes VI and VII of Basic Schools the same standards of Hindustani, Social Studies, and craft training. While crafts will have to be taught in the first two classes of the colleges, emphasis on them may be reduced.

30. We must make every endeavour to make Basic Schools popular. We are sure that the curriculum which we have suggested will remove the reproach that our education is too literary and that the products of the school do not realize the dignity of labour and begin to prefer urban to rural life. Yet it is necessary that Government should take further steps to evoke the enthusiasm of the people for the Basic Schools in order to make a success of compulsory Basic education. The school must play a role of ever-increasing usefulness in the village. It should become the centre from which sweetness and light should spread. The school master should be in touch with the parents and be the guide, philosopher and friend of the villagers. Festivals should be celebrated in the school premises to bring the villagers together and functions should be held to interest the elders in the activities of the young.

31. The minimum number of working days in the schools should be 225 and Government should prepare a list of holidays for schools and may include therein such national holidays as may be considered desirable. Harvesting days may be observed as holidays in rural schools and important national festivals may be celebrated in common.

32. We are of opinion that boys and girls may be required to attend the same school up to the age of 10 in rural, and up to the age of 9 in urban areas. Separate schools should be provided for girls between the ages of 9 or 10 and of 14 wherever a sufficient number of girls is available. There should be no compulsion in the matter of admission of girls above the age of 10 in mixed schools.

33. The Committee would have been glad if it could have seen its way to recommend co-education throughout the period of Basic education. The practice of co-education has much to recommend itself, if only on financial grounds. But the Committee finds that although much advance has been made in the matter of social reform conservatism and prejudice have yet to be overcome. It would not be advisable for the Committee to entirely ignore conservative public opinion in a matter like this. The Committee referred the question of co-education to the All-India Muslim Educational Conference for its opinion and out of regard for its wishes has applied the principle in only a limited form.

34. As regards the ultimate standard proposed to be attained by the seven years of study at Basic Schools, the Committee is of opinion that the information covered by the syllabus will be less than the amount of instruction contained in the present High School course, but more than in the Vernacular Final. The nature of knowledge chosen to be imparted is, however, calculated to produce a student of higher intelligence and more alive to his environment than is now being produced in our high schools.

35. The question of the amount of time to be devoted to the teaching of a handicraft *with correlated studies* was considered by the Committee. The Committee had no experimental data to enable it to judge the matter with any accuracy. It accepted the recommendation of the Syllabus Sub-committee that the time given to crafts *with correlated studies* should be about half the total time and that it may be between one-third and one-half in the first two classes.

36. In order that success may be attained in them and in order to promote the physical welfare of children and to teach them habits of an orderly, organized and disciplined life, it is necessary that extra-curricular activities should form a regular part of the daily routine.

37. The curriculum of Basic Schools should be as follows :

Classes I, II, III and IV

- (1) Basic crafts.
- (2) Hindustani.
- (3) Mathematics.
- (4) Social Studies (History, Civics and Geography).

- (5) Physical Culture.
- (6) Art.
- (7) General Science.

Classes V, VI and VII

- (1) Basic Crafts.
- (2) Hindustani, Language and Literature.
- (3) Second Script.
- (4) Mathematics (Arithmetic, Elements of Algebra, Geometry and Mensuration and elements of Book-keeping).
- (5) General Science including Physiology and Hygiene.
- (6) Art including Technical Drawing.
- (7) Physical Culture.
- (8) Social Studies.

38. It is not necessary to repeat that a craft will be the basis of education in these schools. Craft-training is divided into two parts: one part is common to all children, the other part consists of a craft chosen by the child from the list of approved crafts. Every child must be taught spinning on *takli* and elementary agriculture or gardening as a compulsory part of craft-training during the first five years of the Basic School. In urban areas where land may not be available agriculture or gardening may be omitted. For the second part of craft training every child must choose one of the crafts from the following list:

- (1) Spinning and weaving.
- (2) Agriculture.
- (3) Card-board work, wood work, and metal work.
- (4) Leather work.
- (5) Pottery including clay modelling and brick laying.
- (6) Fruit and vegetable gardening.
- (7) Mechanical training in such work as repairs to cycles, sewing machines, gramophones, electric appliances, etc.
- (8) Basket-making including mat making and cane work.
- (9) Domestic crafts for girls.

Art may include any of the following:

Music, Drawing, Dancing, Sculpture and a rudimentary knowledge of architecture.

Curricula in Basic Schools for boys and girls should be the same except that girls may offer Domestic Craft.

39. The school hours should be as follows:

4 hours and 40 minutes for the first two classes.

5 hours and 5 minutes for the other classes.

40. The following time-table is recommended for Basic Schools:

Classes I and II—Seven periods of 40 minutes each with a 5 minutes interval after every period except after the 5th, and a 15 minutes long interval after the 5th period.

Classes III to VII—Five periods of 45 minutes duration each and two periods of 40 minutes duration each with an interval of 5 minutes each after the 2nd period and the 6th period and a long interval of 25 minutes after the 4th period.

41. The following distribution of time among subjects per week is given as a guide :

Classes I and II—

Basic Crafts	10 periods.
Hindustani	12 „
Arithmetic	6 „
Social Studies	5 „
General Science	3 „
Art	3 „
Physical Culture	3 „
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	42 „
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Classes III and IV—

Basic Crafts	12 „
Hindustani	11 „
Arithmetic	6 „
Social Studies	5 „
General Science	4 „
Art	2 „
Physical Culture	2 „
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	42 „
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Classes V, VI and VII—

Basic Crafts	15 „
Hindustani	6 „
Second Script	*2 „
Mathematics	6 „
Social Studies	5 „
General Science	4 „
Art	2 „
Physical Culture	2 „
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	42 „
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*In class V there may be two periods and in classes VI and VII only one. The one period thus released may be added to Hindustani.

NOTE—In the above distribution of periods, the basic craft means the craft itself without the correlated studies.

42. We are of opinion that in girls' schools more attention should be devoted to Art and Physical culture. Accordingly the time given in classes V, VI and VII should be as follows for girls' schools :

Domestic Crafts	12 periods.
Art	4 „
Physical Culture	3 „

Domestic craft should include cooking, home-nursing, needle work and household management.

43. We are further of opinion that the actual time allotted to the crafts should be sufficient to give enough skill to the pupil to take up the craft as an occupation after completing the seven years' course if he chooses to do so. If, however, it is found by experience that this time is insufficient to attain this degree of proficiency, the time allotted to crafts may be increased.



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CHAPTER IV

THE SYLLABUS OF BASIC EDUCATION EXPLAINED

The nature and the needs of the child and the requirements of the community are the two main considerations in framing the school curriculum. Hence when the school authorities provide any experience to the child or introduce any subject in the syllabus of studies they have to take the following facts into consideration :

(i) Whether this new experience or subject accords with the child nature, is in harmony with his aptitudes, his interests and his need of activity; whether his creativeness and originality are not repressed and whether it would develop his physique and mind.

(ii) Whether the instruction suits his capacities and is drawn from his immediate environment.

(iii) Whether it helps him to adjust himself to the physical and social environment in which he would be placed later on.

(iv) Whether the society will have its own national and social ideals better realized through the teaching of particular subjects or by providing particular experiences to the future citizen.

2. The society and the individual are intimately connected with each other. The former can realize its ideals only through the latter; so also the progress of an individual is possible only through a social medium. This being the case, exclusive emphasis can be laid neither on the society nor on the individual. The society should allow enough scope for the free growth of the individual child. The school should, therefore, provide a favourable environment for the full development of the child's aptitudes. It should not introduce constraint too early. For it is only thus that a sound personality can be developed retaining all its uniqueness; and it is such a personality as through its creative activities will enrich society. On the other hand, we have to safeguard also against the fact that the individual uniqueness does not result in producing a *social* or *anti-social* type of citizen.

3. Keeping the above ideals in view, as we proceed to the definition of our objectives in making the curriculum, we arrive at the following conclusions :

(i) For children at the Basic School stage there should be ample provision for creative activities. Activity method rather than book

learning should characterize the whole curriculum. As far as possible, the teacher, instead of teaching *subjects*, should enable the child to have *experience*. The child has to be made to observe and do things rather than cram books. Thus learning will not be meaningless remembering of facts whose use the pupils do not know, but it will be significant accumulation of valuable experiences. This will fill the child with energy and increase his interest in the world around him. The problem of education is very much the problem of interest. We can secure the interest of the child in the subjects or the experiences imparted only by knowing his nature and needs and by making him feel that he, for his own purposes, needs the particular piece of information. Correlation of different subjects, a step leading to experience-curriculum, must be attempted. A subject should not be taught in isolation from other subjects. Different pieces of information should be knit together and with life as such. Any information which is so received is better retained by the mind and is at its command when needed. The principle of correlation in teaching is working out the laws of association in memory whereas the activity method puts into practice the principles of learning by doing.

Teaching should be carried on, as far as possible, through concrete life-situations and should be correlated with one or more forms of manual and productive work. Teaching through a craft is a sound doctrine in as much as both the principles of correlation and of relating knowledge to problems are worked out in this method of teaching.

(ii) Much of the material of instruction at this stage is to be taken from the environment to which the child is accustomed. The child enlarges the circle of his ideas as he learns to understand his country and its life.

(iii) The ideal before the framers of the syllabus of studies is to achieve for this country a status of equality among the other self-governing nations of the world. The educational system of the country should be so devised as to help in the materialization of this aim. Democratic sentiment should, therefore, be strengthened and enthroned in the hearts of the young students. The principles and practices of citizenship should be taught in order to establish a democratic form of government in which the citizen would be the foundation of the nation. The students should be taught the duties and responsibilities of citizenship. The ideals of social justice, of co-operative effort and national solidarity should be emphasized. Patriotic spirit should be cultivated but it should not be allowed to degenerate into an arrogant chauvanism. India is inhabited by peoples of different creeds, colours and races. The educational system has to see that the new generation is not restricted by such barriers and

is trained for collective life. This does not, however, mean the obliteration of the distinctive features of the culture of the different religious communities. It is necessary that children from diverse environments should continue their studies together to the end of the compulsory schooling in the common Basic Schools. This will enable them to develop the democratic attitude of mind and understand each other and co-operate with each other for creating a glorious and free India of the future.

4. The studies in a Basic School have been planned to realize these objectives and the principles of new education have been borne in mind in elaborating them.

5. Craft chosen with due regard to the environment of the child is the basis of new education. A craft that is intimately connected with the economic life of the people will be a suitable medium of instruction. As agriculture, and spinning and weaving constitute the main industries of an agrarian country they have been given a prominent place in the list of basic crafts. But this does not mean that other crafts cannot be made use of for purposes of correlation. The pupil will be free to choose one basic craft from the approved list but besides one basic craft every child will be taught spinning on *takli* and elementary gardening or agriculture as a compulsory part of craft training during the first five years of the Basic School.

6. This manual activity will contribute to the harmonious development of the child and will also enable him to understand the processes of production and acquire a certain degree of skill in one of the basic crafts. It will also enable him to recognize the dignity of manual work. He will thus learn not to despise but to treat with consideration the submerged classes who are assigned a very low place in the hierarchy of castes just because they perform work which is regarded as degrading by the community.

7. To achieve national unity and communal understanding and harmony between the two major communities provision has been made for the teaching of Hindustani which is not only a common language of the two communities but has also been recognized as the national language of India. The present tendencies of over-Persianization and over-Sanskritization should be definitely combated and a new style of writing should be developed. As Hindustani is written in both the Devanagari and Persian scripts it has been made obligatory for each child, to whatever religious community he may belong, to learn both the scripts. As the process of development of Hindustani literature is bound to be slow and as further the extant literatures of Hindi and Urdu contain masterpieces which a student ought to know and enjoy, the study of Hindi and Urdu literatures has been recommended for the higher grades.

8. The teaching of the classics and the foreign language has been completely omitted from the curriculum of Basic schools. It is recognized that the cultural heritage of the past can be imparted through all the courses, specially those on history, geography and modern literature. The teaching of a foreign language at the basic stage is regarded as unnecessary. Free oral self-expression is the basis of the teaching of the mother-tongue. Materials are ordinarily drawn from the environment of the child. Written composition completes the oral. Grammatical rules are not taught but the language itself. The laws of language are learnt by observation and experience while formal grammar is taught at a much later stage. Dramatization has been recommended from the very beginning because it appeals to the imagination and the play instinct of the child.

9. The teaching of mathematics is completely changed. All exercises are applied to concrete and practical questions. Book-keeping forms an useful addition to the course.

10. The group of social studies occupies an important place in the new scheme of studies. The group includes history, civics and geography. In the first four years history is taught through stories. Stories relating to the life of primitive people and of people in remote lands are told in simple and impressive language in Class I. Life stories of some benefactors of mankind are added in Class II, while in Class III stories of important arts and crafts and inventions and discoveries are narrated.

11. The Indian history should be so taught as to create a sense of legitimate pride in the past greatness of the Indian people. The high position which India once occupied in the community of nations and its rich contributions to the world culture should be contrasted with its present position of tutelage. The history of the national awakening and the Indian renaissance should be narrated to prepare the young pupil to bear his share in the great endeavour of India's liberation and progress.

12. The Indian history should lay special emphasis on the economic and social history of the people. The prevailing type of economic institutions of each epoch with its attendant political, legal and other institutions should be described and the life of the people in each epoch should be told. An account of the vital forces and influences in cultural developments from epoch to epoch should be given.

13. The text-books on Indian history should be free from statements which promote communal discord and racial hatred. It should serve to promote national solidarity and inspire the pupil with a desire to build a free society. The text-books should also provide a study of outstanding problems of modern Indian life.

14. The industrial and scientific revolutions and the development of contemporary civilization should also be studied in broad outlines. Political developments consequent on the economic changes in the West should be noted and the history of the growth of democracy should be narrated briefly. Rise of modern imperialism and totalitarian States should be described and the complex of influences may be studied which may make war inevitable. The existing state of international relations should be studied in this connexion. The conflicting social theories and reform programmes form an interesting and instructive study in the world of to-day.

15. National economy should be studied so that pupils may become aware of the processes by which the nation gained its livelihood. An elementary knowledge of the economic geography of the world, with special reference to countries with which India has economic relations, should form part of the programme of studies.

16. In the course on citizenship special emphasis is laid on civic activities which form an integral part of the course. Both theoretical and practical training are necessary to develop the civic sense in our students. Various forms of civic activities are to be promoted to teach the pupil civic responsibilities in life. The principles and practices of civics will train the pupil for leadership and responsibility. They will give him initiative and enterprise. They will teach him to observe personal cleanliness and to subordinate self-interest to the interests of the group and to seek his development and the unfoldment of his personality in the service of the group. They will also learn to discharge their civil functions and responsibilities in a proper manner. In the civics course the school and the home are considered in the first year and followed in the second by conditions of the village. In the third year the conditions in the district are considered; in the fourth year the conditions in the province are considered and a study of a town as an organized community is recommended. In the fifth year conditions of the country are considered and the organization and function of the district, and duties of the citizen thereto, are studied. In the sixth and seventh years conditions of the modern world are studied and a detailed survey of the religious, social, economic and cultural life of the village is conducted by the pupils under the guidance of the teacher and practical work is done by organizing social service groups.

17. These activities and studies train students to be good citizens of their country and at the same time give them a broad outlook and wide sympathies. International understanding is cultivated and social solidarity is established amongst different peoples.

18. Physical education should occupy an important place in the programme of study. It should embrace physical exercises, games, dancing, swimming and excursions. It will make the pupil bodily fit and alert.

19. Art is taught for its aesthetic value. Music develops an aesthetic sense, group music creates a sense of unity, and folk songs awaken a sense of patriotism.

20. No system of Basic Education is complete without a knowledge of general science. The influence of science on modern life is obvious. The teaching of science is also of great educational value as it imparts powers of accurate observation and regard for objective truth.

21. Intellectual and social elements have been combined in the studies. A child is not only awakened to intellectual interests in life but is also imparted those human and moral qualities which can alone maintain society in good order.



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CHAPTER V

COLLEGE EDUCATION

The abolition of the present system of vernacular education and the introduction of Basic Education in its place, which we have recommended in Chapter III, logically involves a change in the secondary system also for the transformation of the first stage of education must necessitate the re-organization of the next stage which rests upon the foundation of the first.

2. In order to indicate the changes which are necessary let us first explain the existing system of secondary education and the defects from which it suffers.

3. The vernacular middle schools have already been considered in Chapter III. Anglo-Vernacular education of the secondary grade is at present governed by the Intermediate Education Act of 1921. It is divided into three sections :

- (1) The English Middle School stage,
- (2) The High School stage, and
- (3) The Intermediate stage.

4. The Intermediate stage comprises two classes, XI and XII, at the end of which the Intermediate Examination is held. Success at this examination entitles a student to admission to the degree courses of the universities, to a number of professional courses, and to a number of Public Service Examinations. The High School stage consists of two Classes, IX and X, at the end of which comes the High School Examination. Below this stage there is the Anglo-Vernacular middle school stage comprising Classes V to VIII, but usually containing two more classes, namely, III and IV. Formerly there used to be a middle school examination to mark the end of this stage, but it was abolished many years ago.

5. The Board of High School and Intermediate Education is responsible for giving recognition to High Schools and Intermediate Colleges but middle schools are under the control of the Department of Education. The curricula of studies and syllabuses are, however, laid down for all these grades by the Board.

6. The institutions where education of the secondary grade is imparted are of many and varying types. Intermediate classes exist in the Universities of Aligarh and Benares, which conduct their own Intermediate Examinations. The degree colleges affiliated to the Agra University also have Intermediate classes but they are under the jurisdiction of the Board of High School and Intermediate Education, U. P.,

as the Agra University has not the power to recognize Intermediate colleges or to hold the Intermediate Examination. The unitary teaching universities of Allahabad and Lucknow do not have the Intermediate classes. Besides the degree colleges, there are a number of Intermediate Colleges which are affiliated to the Board. The institutions, however, are not alike. Some have four classes from IX to XII, some six classes from VII to XII and some all the classes from III to XII.

7. Most of the high schools contain classes III to X but there are some without classes III and IV. The middle schools usually consist of classes III to VIII. The following table gives the number of secondary institutions for boys and girls in the United Provinces.

Institution	Government	Aided	Unaided	Total
Intermediate Colleges*	8	41	..	49
High Schools ..	49	206	9	264
A. V. Middle Schools ..	4	118	67	189

8. The Board of High School and Intermediate Education has instituted the following examinations :

- (1) The High School Examination,
- (2) The Intermediate Examinations in Arts and Science,
- (3) The Intermediate Examination in Commerce,
- (4) The Intermediate Examination in Agriculture,
- (5) The Diploma Examination in Indian Music at the end of the High School course.
- (6) Examination for a Certificate in Military Science.

These examinations are largely conducted by means of written tests.

9. In the year 1938, 14,878 candidates appeared at the High School Examination; 4,587 at the Intermediate Examination in Arts and Science; 497 at the Intermediate Examination in Commerce; 90 at the Intermediate Examination in Agriculture; and 27 at the Diploma Examination in Indian Music. The Board has not yet conducted an examination for the certificate in Military Science.

10. The examinations are dominated by the needs of higher education, for both the High School and Intermediate Examinations are regarded as merely stages on the road which leads to the portals of the universities. Secondary education instead of being a self-sufficient stage has more and more come to be regarded as subsidiary to university education.

11. The courses prescribed by the Board for the different stages of secondary education throw considerable light upon the present outlook in education. No profound analysis of the courses is necessary to

*Some of these have High School classes attached to them.

show that secondary education is mainly theoretical. Practical activities and correlation with the conditions and realities of life hold a subordinate, if not insignificant, position in the scheme. The syllabuses are rigid, and institutions have no freedom to vary them to suit their own environment. The pursuit of this kind of knowledge does not develop powers of observation and judgment which contact with nature, with life-situations and with practical problems gives. The formal and verbal aspect of knowledge is emphasised at the expense of its content and substance. Success at examinations is too much dependent on feats of memory and originality of thought is not sufficiently encouraged. Lastly, a too literary bias is given to education which fits the educated only for literary professions and services.

12. One chief defect of the system is that it does not provide varied forms of training for life and employment, to suit the varied interests and abilities of the large numbers of pupils. One general programme of studies of the academic type has been prescribed for all and sundry and variations have been permitted only within that framework. The system thus provides for a uniform type of education and achievements of young persons receiving secondary education differ greatly. Some of the pupils succeed splendidly with their academic studies and proceed to a university or enter service while a very large number find themselves unable to adapt themselves to the standard curriculum, but owing to the lack of openings for employment at that level and also because of a lack of provision for other kinds of suitable instruction, they have either to leave their education unfinished or to continue their studies in stereotyped schools in order to qualify themselves for Government service. The result is pitiful waste of time, effort and money.

13. It is true that a few vocational and industrial institutions exist in the province but their popularity is not very high. They are under the control of the Department of Industries and are entirely cut off from the main stream of general education. The industrial and ordinary schools are not regarded as complementary to each other. Many train the youth for industries such as carpentry, smithy, calico printing, leather work, weaving, etc., but they are not linked with the secondary schools. Due to this lack of adjustment there is a misdirection of effort and consequent waste.

14. The defects to which we have drawn attention and others to which reference has been made by public men and educationists conclusively prove the unsuitability of the present system to meet the needs of our society. The chief defect, we feel, is a drab uniformity. The literary type of institution predominates. If education in this higher stage is to be a self-contained unit and not merely a continuation or preparation, it should take cognizance of the psychological differentiation of aptitudes and inclination which takes place during the age period covered by this stage. Even general education at this stage is possible only by harnessing in its service the special aptitudes which give to the

mind of the pupil its characteristic relief. Since these qualities can be classified into various distinct groups, a good system of college education must necessarily be diversified to provide for these groups. An educational system which casts the fluid, palpitating, dynamic personality of the adolescent into the rigid moulds of a uniform, mechanical, passive and repressive training, seems against the Laws of Nature, and therefore, does tremendous damage to the minds of those who become its victims. In this educational system, the methods of teaching which treat the individual as merely an abstract member, as a blank sheet on which the school master writes whatever he pleases, as a passive listener whose time is spent tied to the benches of the school room, must be given up. The boy must be regarded as a personality who participates actively in his education. The subjects of his curriculum are activities which are the grand expression of the human spirit and these are the forms in which the creative energies of every generation must be disciplined. Through these activities must be acquired the correct habits of the use of language, appreciation and enjoyment of literature and art, the capacity of applying ideals to life-situations, the skill of hand and eye in aesthetic and constructive workmanship, the scientific attitude, also bodily health and grace, the civic sense and the spirit of co-operation and service.

15. Educationists are agreed that a well-organized system of college education must fulfil three fundamental aims :

- (1) the preparation of the individual as a worker and producer,
- (2) the preparation of the individual as a citizen, and
- (3) the preparation of the individual as a person.

16. Education at this stage must fit the students for the vocations and occupations which are open to them. It must develop habits and ideals of life which are requisite for national cohesion and social solidarity and it must evoke a real desire for moral development and for the pursuit of human happiness.

17. In order to secure these aims the existing system must be replaced by a new system inspired by a new spirit and adapted to the needs of a new society preparing to shoulder the responsibilities of freedom.

18. The system must be a complete, self-sufficient and integrated whole. It ought not to be subordinated to the requirements of university education and should not be considered as merely a stage in the educational ladder or a wasteful opening into the hall of higher learning. The courses should be self-sufficient and constitute a unit by themselves. Courses of various types should, therefore, be provided to suit boys with different aptitudes and talents. Some courses, for instance, may be predominantly literary, some scientific and theoretical, others aesthetic or technical.

19. Some members were of opinion that no definite uniform period should be fixed for all types of courses and that the rule should be kept elastic. Another proposal was that the period should be one of seven years. Others held the view that six years should be the normal period with the possibility of adding one more year in the case of those types of courses for which a special recommendation to that effect was made by the Syllabus Sub-Committee. The last view prevailed and was accepted by the majority of the members.

20. College education must begin with a boy or girl of twelve when physiological and psychological changes of great importance begin to take place rapidly, and it must carry him or her through the entire phase of these changes to the age of 18. These six years are indeed revolutionary in the life of the growing child.

21. Another important question which arose in connexion with the college course was whether it should be a continuous one of six years or whether it should be split into two or more stages. There were a number of members who advocated a division into two stages, some holding that the bifurcation should take place after three years, and others after four years. The view that found favour with the Committee was that the college course should not be broken up, but that it should be regarded as a self-contained whole. To mark the completion of the college course a public examination should be held which should be conducted by the Provincial Board of Education. It was conceded, however, that in view of the present circumstances rigidity need not be insisted upon. There are many high schools in the Province which will find it difficult immediately to accommodate themselves to the new requirements. It will also be inconvenient for many students who could not pursue the entire six years' course or who desired to change their subjects. The Committee, therefore, agreed to permit a break at the age of 16, but the proposal that this should be marked by a public examination corresponding to the present High School Examination was turned down, and it was held that a college examination certifying the proficiency of a student should be enough.

22. The dove-tailing of the Basic School with the College was another important question discussed by the Committee. The Committee arrived at the unanimous conclusion that students of Basic Schools could either be admitted to the first class of the college after completing the first five years' course of the Basic School or they could be admitted to the third class of the college after undergoing seven years' education at the Basic School. The total length of Basic and College education will be only, eleven years for the last two years of Basic education and first two years of College education will be identical except for one important difference namely, that English will be a compulsory subject for those who join college after completing the first five years' course at the Basic School. As Basic Schools will not undertake the teaching of English, special arrangements will have to be made to remove

the deficiency in English of those who choose to seek admission to a college after taking a full course at a Basic School.

23. Thus admission to the secondary institutions which will be known as "Colleges" will be at two stages. A student may join after five years at the Basic School or after the full course of seven years. Basic Schools will give certificates of completion both after five years' education as well as after the full course of seven years. These certificates will qualify the student for admission into colleges but it will be open to colleges to hold their own admission examinations.

24. The position of English in the programme of studies was next considered. Some members were of opinion that English should be taught in colleges as one of the optional subjects but not as one of the 'constants', while others held the view that it should be a compulsory subject throughout the period of college education. It was generally felt that if English was to be taught with advantage it would be safer for the attainment of a proper standard to fix a minimum period of six years for the teaching of it. The medium of instruction in colleges will be Hindustani but English will be taught as a second language. Those who were in favour of making it obligatory for all pupils in the college stage to learn English advanced the argument that it was essential to include a foreign language in the curricula of studies for its cultural value. Besides, in the advanced countries of the West, much importance is attached to the teaching of a foreign language in secondary schools of a higher grade. Even in a country like Germany the Higher Secondary schools of almost all types provide a compulsory and not an elective course in a modern foreign language. The Committee accepted this view and laid it down that English should be included as a compulsory subject in the college course.

25. The teaching of English should aim at giving to the pupils a practical knowledge of the use of that language for purposes of ordinary personal and business communications, of understanding simple spoken and written English, of consulting simple English books and journals for information. English language and not English literature should be the subject of instruction. The recommendations contained in the Wood-Abbott report seem to us to be sound: "*The teaching of English* should be simplified and, if we may so describe it, made more domestic. The repetition and critical study of difficult English prose and subtle English poetry—works which would tax the appreciation of school boys in England—should not form so systematic a part of the instruction of boys in the Higher Secondary schools." "The normal boy ought to devote more of his time to work-a-day English and less to Shakespeare, Shelley and Macaulay".

26. Colleges which will impart education of the secondary grade will, among others, offer courses dealing predominantly with:

- (1) Language, Literature and Social Studies.
- (2) Natural Sciences and Mathematics.

- (3) Art.
- (4) Commerce.
- (5) Technical or Professional subjects.
- (6) Domestic Science (for girls).

27. The Syllabus Sub-Committee was directed to make an effort to see if it could possibly include in the curriculum prescribed for various types of colleges short courses on general, political and social sciences. It was pointed out that exemption might be given to those who had taken fuller courses in any of these subjects. The Committee agreed that physical education should be a compulsory subject. The question of introducing a compulsory short course of either Hindi or Urdu in six years of all types of colleges was hotly debated. The Committee was evenly divided on the question and as the Chairman cast his vote in favour of the proposal, it was decided that a short course of either Hindi or Urdu would also be compulsory during the six years at all types of colleges.

28. We, therefore, recommend that English should be a compulsory subject in all colleges and a short course of either Hindi or Urdu should also be compulsory during the six years at all types of colleges.

29. The following subjects should be taught in the first two years of Colleges :

(1) English	...	...	...	6 periods a week..
(2) General science	...	...	...	4 " "
(3) Social Studies	...	...	...	5 " "
(4) Craft suited to the type of college	...	...	...	6 " "
(5) Hindustani	...	...	...	6 " "
(6) Second Script	...	...	...	2 " "
(7) Mathematics	...	...	...	6 " "
(8) Art	...	...	...	2 " "
(9) Physical Culture	...	...	...	2 " "
(10) Commercial Arithmetic	...	...	...	3 " "

or
Algebra and Geometry,
or
Technical Drawing or design,
or
Domestic Science,
or
Care of children in Nursery Schools or kindergartens,
or
Classical languages,
or
English literature,

or
Hindi or Urdu literature,
or
Music,
or

Any other alternative subject prescribed.

NOTES—(1) The syllabus for General Science, Social Studies, Hindustani, Mathematics, Art and Physical Culture will be the same as for Basic Schools.

(2) The syllabus for the Craft will be framed for each college by the specialists who frame the syllabus for the remaining four or five years. The nature of the craft or crafts will be determined by experts.

30. The following subjects should be taught in the college offering a course of Languages, Literature and Social Studies :

Classes III, IV, V and VI

Compulsory subjects—

- | | | | | |
|------------------------|--|-----|-----|------------|
| (1) English | ... | ... | ... | 6 periods. |
| (2) Hindi or Urdu | ... | ... | ... | 6 „ |
| (3) Physical Culture. | | | | |
| (4) General Knowledge. | (The Syllabus appears as Appendix VIII). | | | |

Optional subjects—

- (1) Additional Hindi or Urdu.
- (2) Persian or Sanskrit or Arabic.
- (3) Logic.
- (4) History—Indian History and European History,
or
Indian History and English History,
or
Indian History and a simple outline of World History,
or
Indian History and an outline history of Asiatic peoples.
- (5) English literature.
- (6) Geography.
- (7) Civics (III and IV), and Political Science (V and VI).
- (8) Economics
- (9) Foreign languages—
(a) Any one of the European languages.
(b) Any one of the Asiatic languages.
- (10) Mathematics.

- (11) Elementary Psychology and Educational Psychology.
- (12) One of the modern Indian languages.
- (13) Domestic Science (III—IV), Physiology, Hygiene and Child Study (V and VI).
- (14) Sociology.

NOTES—(1) Students will have to take three subjects, out of the above list in addition to the compulsory subjects. Some members were of opinion that optional subjects should be properly grouped keeping in view the affinities of the various subjects to be included in a group.

(2) There will be 42 periods' work per week excluding physical culture.

31. The following subjects should be taught in the Colleges of Sciences and Mathematics :

Compulsory subjects—

- | | | | |
|------------------------|-----|-----|------------|
| (1) English | ... | ... | 6 periods. |
| (2) Hindi or Urdu | ... | ... | 6 ,, |
| (3) Physical Culture. | | | |
| (4) General Knowledge. | | | |

Optional Subjects—

- (1) Physics.
- (2) Chemistry.
- (3) Biology in III and IV and Botany or Zoology in V and VI.
- (4) Geology.
- (5) Geography.
- (6) Mathematics.

Note—Three subjects to be taken in addition to compulsory subjects.

32. The following subjects should be taken up in Colleges of Arts :

Compulsory subjects—

- | | | | | |
|------------------------|-----|-----|-----|------------|
| (1) English | ... | ... | ... | 6 periods. |
| (2) Hindi or Urdu | .. | ... | ... | 6 ,, |
| (3) Physical Culture. | | | | |
| (4) General Knowledge. | | | | |

Optional subjects—

Any two of the following :

- (1) Drawing.
- (2) Painting.
- (3) Music.
- (4) Dancing and Dramatic art.

33. The following subjects should be taken up in Colleges of Commerce :

Compulsory subjects—

- | | | | | |
|------------------------|-----|-----|-----|------------|
| (1) English | ... | ... | ... | 6 periods. |
| (2) Hindi or Urdu | ... | ... | ... | 6 „ |
| (3) Physical Culture. | | | | |
| (4) General Knowledge. | | | | |

The optional subjects and their details will be fixed by experts.

34. The following subjects should be taken up in Technical and Professional Colleges* :

Compulsory subjects—

- | | | | | |
|------------------------|-----|-----|-----|------------|
| (1) English | ... | ... | ... | 6 periods. |
| (2) Hindi or Urdu | ... | ... | ... | 6 „ |
| (3) Physical Culture. | | | | |
| (4) General Knowledge. | | | | |

The optional subjects and their details will be fixed by experts.

35. The following subjects should be taken up in Colleges of Domestic Science for girls :

Compulsory subjects—

- | | | | | |
|------------------------|-----|-----|-----|------------|
| (1) English | ... | ... | ... | 6 periods. |
| (2) Hindi or Urdu | ... | ... | ... | 6 „ |
| (3) Physical Culture. | | | | |
| (4) General Knowledge. | | | | |

The optional subjects and their details will be fixed by experts.

36. The Committee recommends that experts should be invited to draw up syllabuses for the various types of courses. They should keep the following points in view while drawing up the syllabuses :

The syllabus should be more realistic and practical than that at present in vogue. It should not be burdened with unnecessary theoretical details and should have a greater bearing on the needs of the country and its present condition. The course should be a self-contained course and should not be regarded merely as a preparation for higher studies. The course should be so framed that teachers may leave more initiative to the students than is usually done at present. The experts should be asked to draw up the syllabus for handicraft and additional subjects only of the first two classes and for classes III to VI or VII of colleges. They should also be asked to keep in view the age of the pupils, the number of the compulsory subjects, the periods allotted and the grounding the students have had in Basic Schools.

* The different types of Technical and Professional Colleges, recommended by the committee, will be found in the next chapter.

37. We suggest that the number of Technical and Professional Colleges of various types and Commercial Colleges to be established by the Government should be determined after an industrial and commercial survey in order to find out the probable number of certificate-holders who may be absorbed every year in each profession. For each type of College there should be an Advisory Board on which at least 50 per cent. representation should be given to potential employers by nomination by Government.

38. The Advisory Board should have the following functions :

- (1) Advising Government on the modification of the syllabus from time to time.
- (2) Arrangement of practical training for students.
- (3) Collection of funds for the colleges from Industry and Trade.

39. We are of opinion that extra-curricular activities should be specially encouraged in all colleges. The aims of extra-curricular activities should be as follows :

- (1) to develop initiative, enterprise and a spirit of self-reliance.
- (2) to train for leadership in democracy,
- (3) to participate in social activities,
- (4) to cultivate fairplay, self-discipline and subordination of individual to group interests, and
- (5) to cultivate good manners.

40. The following organizations and institutions of extra curricular activities should be encouraged in colleges :

Debating Clubs,
Study Circles,
Students' Councils or Clubs,
Dramatic Clubs,
Literary Clubs,
National History Clubs,
Photography Clubs,
History and Geography Societies,
Raffle Clubs,
Social Service Leagues,
Scouting,
Girl Guiding,
Mutual Aid Societies,
School Banks,
Co-operative Stores,
Hobbies Societies, etc.

The list is only indicative and not exhaustive.

41. We are further of opinion that extra-curricular activities should be regarded as an integral and important part of school and college life. Government should consider this point while giving grants and head masters should make due note of this in organizing the work of the teachers. The head of the institution should require members of the staff to give some time to these activities. The school staff should control these activities and the State should be more liberal in assisting the schools in the organization of these activities. It is expected that every school and college will make provision for a number of activities mentioned in the above list out of which pupils will make their own choice. These activities should be organized by students under the guidance of teachers. The Committee is of opinion that scouting should be specially encouraged as an extra-curricular activity. The Committee recommends to Government that the question of the affiliation of school and college troops should be carefully considered and directions issued in that behalf. The possibility of establishing a new Scout Organization to which all school and college troops may be affiliated as suggested by some members of the Committee may also be examined in this connexion. There was an acute difference of opinion in the Committee on the question of affiliation. Many members were of opinion that, for the present, school troops should not seek affiliation with any existing organization and that the question of affiliation should be left to the Government. Some members expressed the opinion that there should be one standard scheme of scouting and one unified organization and accordingly suggested that Government should create a Board for the purpose. The suggestion was strongly opposed by a few members who thought that it would be wrong for Government to favour a particular system and discard another.

42. Well-equipped libraries are a rarity in our schools and colleges. Our libraries are many many years out of date. For improving the quality of teaching it is absolutely necessary that our libraries should be brought up to date and appreciable progress be made in the next few years in improving the quality of their material.

43. Lecture methods for the theoretical portion of the syllabus should, as far as possible, be replaced by assignments, general directions and tutorial tests. Laboratory facilities for practical work should be provided in Science, Technical and Professional colleges and also for extra-curricular practical work for eager students as far as the equipment of the colleges may allow.

CHAPTER VI

VOCATIONAL EDUCATION

Under our terms of reference we are to submit "proposals in connexion with the Wood-Abbott Report and the Wardha educational scheme and define the contents of secondary education for boys and girls". In this chapter we propose to consider the problem of vocational and technical education with special reference to our schemes of Basic and College education, and to make our proposals in regard to it.

2. We must point out that Mahatma Gandhi who first expounded the principles on which our recommendations are based stated that "Education, if sound in its principles, should be imparted through some craft or productive work." The Zakir Husain Committee which developed the Basic ideas of Mahatma Gandhi showed that the principle of giving education through suitable forms of productive work was supported by modern progressive educational thought in the West and explained its advantages on psychological, social and economical grounds.

3. We have followed the principles and ideas suggested by Mahatma Gandhi and the Zakir Husain Committee in making our recommendations regarding Basic education. We believe that boys and girls who have undergone the course of basic training we have laid down, will be practically minded and, therefore, suitably prepared to enter upon the diversified courses of the secondary stage of education. In our opinion no child who has not completed the course of Basic education or some course equivalent thereto should be allowed to put himself under training for the different technical or vocational courses which we have suggested in the chapter on College Education.

4. By vocational education we mean the education and training which is designed to prepare a young person for the effective pursuit of some calling or occupation, and which is intended for those who have chosen a particular form of employment. By vocations we understand occupations or callings which are pursued as primary means of obtaining livelihood. They may be classified as (1) professions and (2) occupations or trades according as the intellectual or manual element is dominant. Among professions the important ones are: teaching, law, medicine, engineering, journalism, etc. Among occupations or trades the important divisions are agriculture, industry and commerce.

5. It is the aim of vocational education to prepare youngmen for gaining their livelihood through these two types of vocations. Now the

difference between general and vocational education is a difference between the two aspects of man's life, man as the subject of demand, claiming satisfactions, receiving and consuming utilities, and man as the supplier of utilities and producer of service and goods. Without general education man's wants will be unformed and undeveloped, his demands will be commonplace and vulgar and his standards low. Man without general education will make for a backward and unrefined society. But without vocational education the demands of society and civilization cannot be met, progress cannot be maintained and human welfare cannot be secured.

6. There is no antagonism between the claims of cultural and liberal education on the one side and vocational and technical on the other. In all advanced and progressive societies the tendency is to treat the two aspects of education as complementary, and to impart general education along side of vocational. For it is realized that although the importance of technical training as the means whereby a young man is enabled rightly to use the hours of work can hardly be exaggerated, the value of his work, his worth to his fellow men and his rank in the scale of manhood depends, to at least an equal degree, upon the way he uses the hours of leisure. As Messrs. Abbott and Wood put it in their report "General and vocational education ought not to be regarded as essentially different branches of education, but rather as the earlier and later phases of a continuous process, fostered by the community, with the object of helping the immature child to develop rationally into a good citizen."

7. Everywhere education in its earlier stages is general and practical and it is only when the requirements of compulsory school attendance have been completed that purely vocational courses are entered upon, and then they are accompanied by general courses of education.

8. The question, therefore, that arises is what ought to be the age at which vocational education should begin. Messrs. Abbott and Wood after having carefully considered the question of the standards of admission to schools with a vocational aim came to the conclusion that the entrance standard should not as a rule be lower than that attained at the end of the middle school (class VIII). They drew attention to two matters in this connexion: "In the first place, nothing is more certain than that a satisfactory vocational education must be based on an adequate general education; we regard this as axiomatic. In the second place, it is most undesirable to commit a child to a particular career until he is old enough for his inclinations and his aptitudes to have been ascertained."

9. They, therefore, advocate the age of 14, and suggest the establishment of two kinds of schools—junior vocational schools and senior vocational schools. These types are further divided into junior and senior technical schools for small scale industry, and junior and senior commercial schools. According to them the object of the

training given in the junior technical schools is to give "a boy such a realistic pre-apprenticeship education that when he enters a branch of industry in which machinery is made or used, or almost any branch dependent on the application of science to industrial practice, he rapidly becomes a skilful and reliable workman" and with continued study in part-time technical classes to occupy "responsible posts in industry as foremen, draughtsmen, and in some instances as managers."

10. The curriculum which they suggest includes the subjects of mathematics, science, technical drawing, workshop practice, languages, physical training and where possible art. The course is to extend over three years.

11. With regard to the classification of the vocational institutions the Abbott-Wood Report recommends two types on the whole. Our Committee had a long discussion over this matter. Some members were of opinion that there ought to be two types of secondary institutions for vocational education comparable to those suggested by the Abbott-Wood report, but ultimately the Committee decided that the colleges for Technical and Professional studies should have a four or five years' course in Engineering (civil, mechanical and electrical), medicine, agriculture and industrial chemistry, after the completion of Basic education or of the first two years' course of the College. For a number of other professional and technical branches the establishment of schools with a shorter course was recommended.

12. We are of opinion that the Technical and Professional Colleges should be established with 4 or 5 years' courses in the following subjects :

- (1) Engineering (Civil).
- (2) Engineering (Mechanical and Electrical).
- (3) Medicine—Allopathy, Homeopathy, Ayurveda and Unani.
- (4) Agriculture.
- (5) Industrial Chemistry with specialization in the final stage in any one of the following :
 - (a) Oils and soaps.
 - (b) Ceramics.
 - (c) Sugar.
 - (d) Rubber.
 - (e) Paper.
- (6) Glass Technology.
- (7) Veterinary Science.
- (8) Teachers' Training.
- (9) Pharmaceutical Chemistry.
- (10) Dentistry.

13. We recommend that students in Technical and Professional Colleges should be given adequate practical training not only within their colleges but also under actual conditions of work, and that such a training shall form an integral part of the course.

14. Besides Technical and Professional Colleges, where training will extend for four or five years (after the completion of Basic Education), it is necessary that vocational schools should be opened for students who, having completed their Basic School course, desire to obtain vocational training of a lower type.

15. We are of opinion that Government should make provision for such schools. The period of training in them should be determined by experts who will also prepare the syllabuses, but in no case should the period exceed three years.

16. The following types of vocational schools are suggested. The duration of the course should be at least six months, when not otherwise indicated :

- (1) Nursing—3 years.
- (2) Midwifery—1 year.
- Minimum age of admission for the above two courses being 16 years.
- (3) Compounder's course—2 years.
- (4) Decorative leather work—1 year.
- (5) Book-binding—1 year.
- (6) Tailoring—2 years.
- (7) Weaving.
- (8) Hosiery—1 year.
- (9) Music.
- (10) Dairy farming.
- (11) Poultry farming.
- (12) Fruit preservation.
- (13) Bee farming.
- (14) Electrical and Mechanical work.
- (15) Metal work of various types.
- (16) Pottery.
- (17) Glass blowing.
- (18) Carpentry.
- (19) Surveying and draughtsmanship.
- (20) Paper making.
- (21) Tanning.
- (22) Salesmanship and Travelling agents' work.
- (23) Electroplating.
- (24) Shoe-making.
- (25) Motor mechanic's work.
- (26) Dyeing and calico printing.
- (27) Insurance work.
- (28) Munibi, etc. etc.

17. These schools may be organized separately or classes in vocations may be attached to colleges. The work should be mainly practical and, as far as possible, the schools should be self-supporting.

NOTE—The number of technical, professional and commercial colleges of various types to be established should be determined according to the recommendation made by us in paragraph 37 of the previous chapter and each type of college should have an Advisory Board referred to in paragraphs 37 and 38 of that Chapter.

18. So far as the administration and control of vocational education is concerned, Messrs. Abbott and Wood point out "that in nearly every great industrial country of whose system of vocational education we have any knowledge (and we have obtained information on this point from more than twenty different countries) technical education and general education are administered by the same department of State, i.e. the Ministry of Education." They, however, refrain from recommending the transfer of trade, industrial and technical schools from the Industries Department to the Education Department forthwith, though they believe that such a transfer may ultimately be necessary.

19. We are definitely of opinion that the Vocational Colleges and institutions recommended by us should be under the control of the Ministry of Education from the very start. We wish to point out that the educational content of their studies will be so closely related to that of colleges of general education (colleges emphasising languages, literature, social and natural sciences) that a duality of control will spell the complete failure of the scheme. We have emphasized strongly in the opening paragraphs of this chapter the desirability of keeping the two sides of education—general and technical—as closely together as possible, and we must say that this cannot be achieved unless the control over these two sides is vested in one and the same authority.

20. Connected with this matter is the control of the industrial and technical schools and colleges at present under the Department of Industries. We understand that there are 25 Government institutions and 47 institutions aided by Government which stand apart from the system of general education in the province and which are administered by the Industries Department. These institutions are classified by Government as first, second and third class schools on the basis of the qualifications and rank of the principal of the school as well as of the grade of work done. According to Messrs. Abbott and Wood, it is better to classify them as trade schools, industrial schools and technical schools. They suggest that admission to trade schools should be after attaining the age of 14, while admission to the industrial and technical schools should be open to those who have completed the course in a junior technical school. As regards instruction and training, their recommendation is that the trade schools should devote one-quarter of the available time to general education and three-quarters to practical work, and in industrial and technical schools one-third of the time should be given to subjects like mathematics, science, drawing, etc. and the remainder to workshop training.

21. So far as their maintenance and supervision is concerned Messrs. Abbott and Wood suggest caution in the matter of transfer to the Department of Education, mainly on two grounds, namely :

- (1) the lack of competent staff to inspect and advise, and
- (2) the productive and experimental character of the institutions.

22. Our view is that the advantages of bringing these institutions under the control of the Department of Education outweigh these considerations. One of the basic ideas underlying our scheme of reorganization is that at the secondary stage the education of boys should be diverted into different channels, but the education along one line should not be completely isolated from other lines. Transfers should be possible from one type of college to another and in all institutions the requirements of general and vocational education should receive proper consideration. These aims will be stultified if educational institutions of general and vocational types are kept asunder by being placed under the control of different departments.

23. We recommend, therefore, that industrial and technical schools and colleges which are at present under the Department of Industries should be transferred to the Ministry of Education, provided that such technical and industrial schools as impart instruction in industries which are yet in an experimental stage may be allowed to remain under the control of the Department of Industries. These institutions should be transferred to the Ministry of Education when they have passed the experimental stage.

24. We also recommend that the Department of Education should be strengthened by the addition of officers possessing technical education and qualified to give advice to the Ministry of Education. Further, we recommend the appointment of persons qualified to give advice on technical and vocational matters on the Sub-board of Education. Lastly we recommend that a Bureau of Technical Education and Vocational Guidance should be established.

25. Since we have recommended that provision should be made for the expansion of vocational education, it is all the more necessary that vocational guidance should be organized as an integral part of the system. Such an education can be effective only when a rational choice has been made. Psychological tests should be devised and standardised to discover occupational interests and abilities of students. The talents with which the human race is endowed differ in the individual both in degree and kind. One may be gifted with great intellect, another with artistic talents and a third may be endowed with physical strength. It is each man's duty both to himself and to the society in which he lives to examine his capacities in order to discover the vocation he should follow so that he may use his natural and acquired talents for the greatest benefit of himself and society. Short intensive courses should, therefore, be instituted to train teachers in the latest scientific methods and the technique of psychological testing in order to enable them to give expert advice to young people in the choice of occupations.

26. In nearly every country vocational guidance is being organized to assist students in taking intelligent decisions. Psychological research has been conducted to discover the traits of character required for

various occupations and professions. Psychological tests have been provided and regular classes are held to supply vocational information. Many educational institutions employ counsellors to give expert advice regarding the choice of a career. The whole occupational field, with its opportunities and problems, is carefully studied and the result is published for public information. Pamphlets are issued from time to time containing detailed information about different industries—their requirements, possibilities and training. Co-operation is further sought between industrial and educational authorities in securing employment for young people. Public employment exchanges are established and every possible effort is made to obtain suitable employment and suggest adjustments where a wrong choice has been made.

27. A survey of occupational opportunities is also necessary. There are some kinds of work which require little special training, others where a short period training is adequate and others still which require training in organized institutions involving acquisition of technical knowledge and manual skill. Such a survey should seek to collect information regarding (1) industries which await development because skilled and trained artisans are not available, and the removal of this hinderance would lead to the development of industry, (2) industries for which sufficient training is not available in the country, and (3) specific requirements of the work or occupations and industries. It is also necessary to investigate whether the training needed could be given in conjunction with the industry itself by indenturing the learner to the industry concerned, or it was necessary for the State to undertake the training.

28. It should also be borne in mind that we have to avoid the danger of glutting the market with an excessive supply of technicians, craftsmen and skilled workers. The Industries Reorganization Committee, U. P. (1934) pointed this out in the following words, "Unemployed men who have received general education are already a problem, but the unemployment of youngmen who have received technical and industrial training in particular industry and cannot find employment is an even more serious problem. Hence we consider it essential that the number trained should be regulated, bearing in mind the extent to which they can be absorbed."

29. It is in order to meet these difficulties that we have suggested the creation of a sub-board, the establishment of a Bureau for Vocational Guidance and we recommend that the Departments of Education and Industries should act in the closest co-operation.

30. But even when all this is done we should not expect that the problem of unemployment would be solved. Vocational guidance cannot create work for our youngmen. The problem of unemployment is a complex problem and unless the social and economic life of the country is radically altered and reconstructed on a new basis mere re-organization of the educational system on a rational basis will not solve it.

CHAPTER VII

GIRLS' EDUCATION

The education of girls in the province is under the charge of the Chief Inspectress of Girls' Schools who works under the Director of Public Instruction. She has ten Circle Inspectresses under her control. The number of girls reading in all types of girls' schools is over a lakh and forty thousand. There has been a considerable increase in the number during recent years. Of the total number of girls receiving education there are about 88,176 reading in schools and colleges for males, of whom 82,895 are in primary schools and the remaining in other types of institutions (including universities, degree and intermediate colleges, secondary schools etc.). The large enrolment of girls in boys' schools is mainly due to the rapid social changes that are taking place in the Indian communities and is also due to the encouragement given by the inspecting officers and others and to the removal from the Education Code of the rule which had prevented girls beyond a certain age from reading in boys' schools. The districts of Ballia, Basti and Gorakhpur have taken advantage of this change and the mixed school is very popular there. There is no doubt that co-education helps to solve the problems of insufficiency of staff and lack of accommodation in and paucity of girls' schools. It also makes education possible for a large number of girls in areas where facilities for separate girls' schools do not exist. Parents instead of being hostile become friendly to girls' education. The restriction of *pardah* is being relaxed and their enthusiasm for education has overcome all prejudices against reading with boys.

2. The following table shows the distribution of girls and women in girls' schools in various stages of education :

	Enrolment
1. Colleges	499
2. High School classes	881
3. Middle section	10,510
4. Upper Primary section	17,317
5. Lower Primary section	36,769
6. Preparatory section	74,653
Total	143,629

3. The classification of the total number of girls under instruction in Indian schools according to communities is as under :

Indian Christians	..	..	..	..	5,271
High caste Hindus	..	..	..	..	105,543
Depressed class Hindus	..	..	..	..	4,050
Muhammadans	..	..	..	..	23,404
Buddhists	..	..	..	..	10
Sikhs	..	..	..	..	368
Parsis	..	..	..	..	364
Others	..	..	..	..	1,501

4. The following table gives details of expenditure on girls' schools from various sources :

Source					Expenditure
					Rs.
Provincial revenues	..	..	..	..	13,16,172
District board funds	..	..	..	..	1,66,571
Municipal board funds	..	..	..	..	5,00,805
Fees ..	..	..	..	..	3,27,055
Other sources	..	..	..	..	3,62,483
Total					26,73,086

5. The table below gives the annual cost per student in the various types of institutions for girls :

Kind of institution					Average annual cost per student
					Rs.
Intermediate colleges	..	..	..	..	103.67
High Schools	..	..	..	..	70.64
English middle schools	..	..	..	..	43.91
Vernacular middle schools	..	..	..	..	17.83
Primary schools	..	..	..	..	8.36
Training classes for teachers	..	..	..	..	289.55

6. The following table indicates the wastage in girls' primary schools :

Class					Enrolment
Infant class	..	..	..	..	121,227
Class I	..	..	..	..	41,482
Class II	..	..	..	..	25,023
Class III	..	..	..	..	14,308
Class IV	..	..	..	..	9,734

7. The table below shows the percentage of girls of all ages reading in primary schools for boys and girls to the total number of girls between 6 and 11 years of age :

1. Total population	22,963,757
2. Number of girls between the ages of 6 and 11	2,755,650
3. Number of girls attending—	
(a) primary schools for girls	80,489
(b) primary schools for boys	82,895
Total	163,384

4. Percentage of 3 to 2 5.93

8. Out of a total female population of 22,963,757 only 234,141 or 1.02 per cent. are receiving instruction in all kinds of institutions. The census for 1931 showed that in these provinces there were 218,299 or 0.95 per cent. females literate.

The following table shows the percentage of literacy of females in other major provinces :

Province	Percentage
1. Bengal	2.7
2. Madras	2.7
3. Bombay	4.3
4. Punjab	1.5

9. The following table shows details of training classes maintained exclusively for women :

Kind of Training Class	Government	Government aided	Municipal Board	Total	Enrolment
1. English Teachers' Certificate	1	4	..	5	} 707
2. Vernacular Teachers' Certificate	4	8	1	13	
3. Primary Teachers' Certificate	32	2	2	36	
Total	37	14	3	54	

10. The above three types of training institutions provide a course of two years' training. Out of 707 girls shown above in the training classes, 320 were in the first year class and 387 in the second year class as detailed below :

Kind of Training Class	Number examined	Number passed
1. English Teachers' Certificate	55	42
2. Vernacular Teacher's Certificate	158	112
3. Primary Teachers' Certificate	174	129
Total	387	283

11. The table below gives the number of trained and untrained women teachers in different kinds of schools :

Kind of institution			Total number of teachers	Trained	Untrained
1. Primary schools	..	..	2,500	465	2,035
2. Middle schools..	..	..	2,298	1,227	1,071
3. High schools	..	..	754	500	254
Total			5,552	2,192	3,360

12. In recent years there has been a marked decrease in the number of men teachers in girls' schools. Last year the number of women teachers in girls' schools increased from 4,989 to 5,212, and of the 223 new teachers as many as 109 were trained. There are still about 250 men teachers employed in girls' schools.

13. The Director of Public Instruction in his report for the quinquennium ending the 31st March, 1937, regrets that a greater advance could not be made in the primary education of girls during the quinquennium. The general trend of expansion was in the higher stages of education and whatever funds were available were concentrated on the improvement of middle schools and high schools. It is necessary that re-organization should start at the bottom, for the bulk of girls in schools are still in the lower classes. There is wastage, but it can be stopped if provision is made for co-education, and better and more attractive methods of teaching are introduced with better qualified staff.

14. Compulsory education for girls was for the first time introduced during the quinquennium 1932—37 as an experimental measure in certain localities. The following statement shows the names of the district and municipal boards and the areas in them where compulsory primary education for girls has been introduced :

District Boards		Village or ward
(1) Lucknow	.. ..	Itaunja and Kakori.
(2) Etawah	.. ..	Ekdi.
Municipal Boards		
(1) Muttra..	.. ..	Shahi Darwaza (Ward II).
(2) Cawnpore	.. ..	Patkapur, Sadar Bazar, Moolganj, Anwar-ganj.
(3) Mirzapur	.. ..	Ganeshganj and Welleslyganj.

15. In 1936 Miss T. J. Gandhi, M.A., Personal Assistant to the Chief Inspectress of Girls' Schools, United Provinces, was placed on special duty to draw up a scheme of expansion and to recommend how

the sum of Rs.3,17,000 representing a cut of $6\frac{1}{4}$ per cent. in the grant of district boards which was restored to them in January 1936, could be most, usefully spent on girls' education.

16. The following recommendations have been placed before Government for orders :

- (1) the expansion of a certain number of District Board primary schools into vernacular middle schools,
- (2) the appointment of women teachers in boys' primary schools where a large number of girls are enrolled.
- (3) the appointment of district inspectresses,
- (4) the provision of stipends and hostel accommodation and
- (5) aiding of secondary education.

17. It has been stated above that 88,176 girls are reading in various types of institutions for males. This figure indicates that co-education, if permitted, will be popular and will obviate the difficulties of finding building and efficient staff. Besides, it will enable girls to read in areas where it is not possible to open new girls' schools. We are definitely of opinion that co-education should be permitted up to the age of 10 in rural areas and up to the age of 9 in urban areas. For girls above these ages provision should be made in separate girls' schools in various parts of the province.

18. One of the important problems relating to the education of girls is the provision of trained women teachers. At present there are about 18,000 primary schools for boys but no women teachers are as yet employed in any of them. Last year the Government sanctioned the employment of about 150 women teachers on a salary of Rs.20—1—30 to help co-education which is proving popular, but unfortunately sufficient number of women teachers are not available.

19. It is a pity that more attention has not been paid towards the employment of women teachers in our schools. In foreign countries only women teachers are engaged for teaching children. Messrs. 'Abbott and Wood remark in their report "We come from a country which refuses to recognize the employment of male teachers in publicly provided or aided infant schools. We should be shirking our responsibilities if we did not say that the experience of Indian practice came to us as a shock."

20. We believe that a woman is better fitted for training children in Basic Schools. Woman has a greater insight into and deeper sympathy with the children's temperament, and, therefore, psychologically she makes a better teacher for children. Besides, it is obvious that unless men and women co-operate in education no real progress is possible. We have no doubt that our scheme will be more successful if we have men and women working together in the same schools. To achieve this, it

is necessary that ways and means should be devised to attract and train as many women teachers as possible for within 10 or 12 years there will be at least 30,000 Basic Schools in the Province. If we have two women teachers in every school we shall require about 60,000 of them to bring the scheme into full operation.

21. Every effort should be directed to increasing the employment of women teachers and in making appointments it should be borne in mind that at least 25 per cent. of the teachers in Basic Schools should be women.

22. We recommend that, among other things, the following measures should be adopted to attract women teachers for Basic Schools :

- (1) Grant of a higher salary.
- (2) Provision of free quarters.
- (3) Employment of at least two women teachers at a time in a school.
- (4) Provision in every educational circle of a fully equipped institution for the training of women teachers for Basic Schools.
- (5) Employment of married couples as teachers in the same school.
- (6) Award of more scholarships.

23. The average remuneration of a teacher in a primary school is grossly inadequate. The requirements of a woman teacher are, in present conditions, a little more than those of a male teacher. She needs the services of a servant and sometimes a companion. It is essential that her pay should be sufficient to make her independent. Want of suitable accommodation in rural areas is another difficulty which she has to encounter. We have, therefore, recommended that free quarters should be provided for women teachers. We have also recommended that at least two women teachers should be employed in each school. Inducements in the form of scholarships should be offered to a larger number of deserving girls. Suitable arrangements for the training of women teachers should be made in every educational circle. If measures are taken to give satisfactory conditions of service to women teachers and their employment in schools is encouraged, the Committee hopes that not only will there be an expansion of girls' education in these provinces but the quality of teaching in schools will also considerably improve. Suitable houses should be provided for girls' schools and the equipment should not be inferior. The best conditions obtainable in the circumstances should be established. In this connexion the inconvenience of the present practice of supplying conveyances (ordinarily *thelas*) was brought to our notice and we were asked to make a definite recommendation to the Government to abolish the present practice and to enact a rule to the effect that wherever conveyances were provided

thelas should be replaced by buses. The Committee accepts the proposal and further suggests that wherever buses cannot be provided a maid-servant should be appointed to escort girls to school. It should be clearly understood that the Government is not to bear any expense for providing buses.

24. The Committee is of opinion that no distinction should be made between the sexes in the matter of the curriculum. The Consultative Committee of the Board of Education in England states--

"Our inquiry has not imbued us with any conviction that there are clear and ascertained differences between the two sexes on which any educational policy may readily be based.

It would be fatal at the present juncture to prescribe one curriculum for boys and another for girls."

25. In the matter of handicrafts too it is not necessary to make too rigid a distinction on the basis of sex. It is, however, obvious that house-craft and needlework are to be regarded as the most important branches of instruction for girls. Courses in house-craft should be planned and should find a place in the curriculum for girls. House-craft has been so far neglected because it is generally believed that no special training is required in it, but it is obvious that training in house-craft subjects will enable the girl to perform her household duties with intelligence and efficiency. Provision should also be made for teaching some of the artistic crafts to our girls.

26. We are also of opinion that attendance for six periods a week at children's clubs or kindergarten clubs or orphanages, as practical work in connexion with child management, should be compulsory for every girl in classes VI and VII of a Basic School as a part of the Domestic Science course. Even those girls who take some other craft should put in at least three periods of practical work along the above-mentioned lines as a part of the craft course. Crafts alternative to Domestic Science should be provided in girls' colleges, as far as possible.

27. Special attention should be paid to the education of girls in any scheme of expansion. The educational advance of the province depends largely on the progress of girls' education. It is gratifying that the old barriers are breaking down, and women are taking more and more to education. The educated women of the community are also keenly alive to the educational needs of their sisters and have begun to take a keen interest in the wider social and political activities of the country. The co-operation of women is thus now available in a growing measure and we should take advantage of the favourable situation and enlist their co-operation in the task of expanding girls' education. Such an education will not only contribute to the health and happiness of the home but will also be helpful in reducing the illiteracy and ignorance of our children.

CHAPTER VIII

DENOMINATIONAL INSTITUTIONS

In 1913 the local Government appointed a committee under the presidentship of Mr. Justice Piggott to advise Government as to the proper lines of advance, and the most profitable employment of funds in vernacular primary education. The Committee also recommended certain measures for the betterment of primary education among the Muslims and the depressed classes. The Muslim community has insisted on religious instruction as an integral element in school education for Muhammadan pupils, and has attached great importance to its culture and to Urdu as a linguistic bond of union among Muhammadans throughout India. The Government in their resolution no. 1611/XV, dated the 25th August, 1914, on that Committee's report, laid down the policy of providing for the education of Muhammadan pupils in segregate institutions. It further decided to encourage *maktabs* and *pathshalas* which are primarily intended for Muhammadan and Hindu pupils respectively and which give some form of religious instruction suited to the needs of the particular community for which they are intended, in addition to secular teaching. Government also decided to establish special schools for new pupils of the depressed classes in view of their cultural backwardness.

2. According to this policy district boards were asked to open special primary schools for Muslims and give grants-in-aid to *maktabs*. The district boards were required to establish a Muhammadan Educational Committee at the headquarters of the district to advise and assist the board in all matters concerning Islamia schools and *maktabs*. Government also appointed the Provincial Muhammadan Educational Committee and the Special Maktab Text Book Committee. This scheme was brought into operation in 1916. The Provincial Muhammadan Educational Committee is a consultative body which gives advice to the Department and Government on any matter affecting the interests or promoting the extension of primary education among the Muslims. It submits its resolutions to Government through the Director of Public Instruction, who examines them and makes his recommendations.

3. It is the duty of the Special Maktab Text Book Committee to select or prepare a series of readers in Urdu for use in *maktabs*. These proposals are submitted to the Director of Public Instruction for approval. According to the Government resolution quoted above an additional Inspector of Muhammadan Schools was appointed

to look after the interests of Islamia schools and *maktabs* and to assist in organizing Muhammadan effort throughout the province for the establishment of Islamia schools and for qualifying private schools for grants-in-aid. In addition, a Deputy Inspector of Muhammadan Schools was appointed in each circle. His duty is to visit Muhammadan schools (including *maktabs*) in the districts of his circle to advise Muhammadan Educational Committees and to stimulate local effort. In the beginning these posts were only temporary and provisional but were made permanent in 1924. In 1923 three supervisors of *maktabs* were also appointed. The cost of these supervisors is met by Government.

4. In 1925 a Primary Education Enquiry Committee was appointed by the Government under the presidentship of Mr. Wetherill to inquire into and report on the state of primary education among boys of the Muslim community and educationally backward communities in the United Provinces. The recommendations of this Committee were not given effect to and no steps were taken to gradually eliminate the segregate schools for special communities as recommended by the Committee.

5. The following statement will show the number of Islamia schools and *maktabs* and of students reading in them :

Kind of institution	Number of schools	Number of pupils
(1) Islamia schools	639	30,067
(2) Aided <i>maktabs</i>	1,597	62,952
(3) Unaided institutions	1,528	27,559
(4) Number of Muslim scholars in ordinary primary schools maintained or aided by boards.	..	119,542
Total ..	3,764	240,120

6. The district boards give aid to *pathshalas* also which take up the teaching of the primary classes as well as of Sanskrit. For the control of these *pathshalas* there is an Inspector of Sanskrit Pathshalas. In 1933-34 district boards were giving grants-in-aid aggregating Rs.1,12,486 to 764 elementary *pathshalas*. (Later figures are not available).

7. During recent years the education of the depressed classes has received special attention. Out of a total population of 48,408,763 in

these provinces, the depressed classes number 12,640,706 or about 26 per cent. Only 6 per thousand of the males and 6 per ten thousand of the females of the depressed classes are literate.

8. The following table gives the number of schools for depressed classes with enrolment :

1. Number of schools	..	..	..	..	665
2. Number of pupils—					
(a) Depressed classes	..	..	..	..	18,445
(b) Others	..	..	..	..	9,806
				Total (a + b)	28,251
3. Total number of depressed class pupils in all kinds of schools [including item 2(a) above]	..	..	..	..	166,535
4. Total expenditure from provincial revenues on the education of depressed classes	..	..	..	..	Rs.2,41,328

9. Special stipends and scholarships are awarded to boys and girls of depressed classes reading in different types of educational, technical and industrial institutions. Grants are also given to local bodies for the free supply of text-books and writing materials to children of depressed classes. The total number of special scholarships and stipends for the children of depressed classes is 4,761 involving a total expenditure of Rs.91,500 per annum. The total ultimate cost of these stipends and scholarships would be approximately Rs.1½ lakhs per annum. Primary education of the children of depressed classes is free in almost all the districts, and vernacular middle education in 42 districts.

10. Since July, 1934, Government have appointed in the office of the Director of Public Instruction, United Provinces, an officer on special duty to look after and encourage the education of the depressed classes. In each district there is a supervisor for the depressed class schools—30 in District Board service and 18 in non-pensionable Government service. There are such supervisors also in 9 selected municipalities. There is a Provincial Depressed Classes Education Committee with the Parliamentary Secretary to the Hon'ble Minister for Education as *ex officio* Chairman and the Special Officer for the Education of the Depressed Classes as *ex officio* Secretary. In addition to this Provincial Committee, there is, in each district, a Depressed Class Education Committee to advise the local educational authorities in regard to the education of the depressed classes in the district. The chairmen of these committees are mostly officials selected from among the joint magistrates and deputy collectors in consultation with the District Magistrates. The District Committee consists of a vice-chairman, a secretary and 10 to 30

ordinary members, all selected from among the depressed classes of the district. The supervisor of depressed class education of the district, or municipal board, or a member of the district inspecting staff and the education superintendent of the municipal board—where there is one—are *ex officio* members of the committee. These district committees meet generally every month and have rendered valuable services in arousing consciousness for active work in the community. Each committee is given a small grant for its contingent and clerical expenditure.

11. The Islamia schools which are maintained entirely by the boards follow the same syllabus as the primary schools and do not provide religious teaching within school hours. Religious training is introduced to a certain extent in *maktabs* only and district boards do not contribute towards the cost involved in imparting religious instruction. The text-books in *maktabs* are prescribed by the Maktab Text Book Committees. The conditions in these denominational schools are far from satisfactory. The District Maktab Committees have not been functioning properly. They do not meet regularly and do not take interest in the work. The teachers are mostly untrained. The schools are maintained principally on the grants received from the district boards. Other sources of income are very limited. A cheap teaching agency has perforce to be employed. The housing of schools is also a great problem. Paucity of funds, lack of healthy competition possible in a more extensive system, inferior tuition, and inadequate supervision combine to make these institutions less efficient than schools for the young should be. If, therefore, they are to be retained no effort should be spared to change them into more efficient centres of education in no way inferior to the other schools dealing with boys and girls of the same age-group.

12. The question of denominational schools has become a political one and as such it would not be proper for us to look at it from a purely educational standpoint. The Muhammadan community has serious misgivings about certain aspects of the publicly managed institutions. It is useless for us to argue these matters on a purely intellectual plane. The facts should be recognized as such and genuine efforts should be made to remove all causes of misunderstanding and allay suspicions. Hearty co-operation of all sections of the community has to be secured if the scheme of new education that we recommend to the Government is to bear fruitful results.

13. A uniform type of Basic School run by the municipal or district boards would, the Committee feels unanimously, in the normal circumstances, be more desirable from the point of view of economy as well as of developing mutual understanding among the younger generation of the various communities. But we recognize the fact that for a number of years the provincial Government has been giving grants-in-aid to various types of special primary schools, such as *maktabs*, *path-*

shalas and schools under Christian management. As this concession has been given and is cherished by the communities concerned we are not inclined to recommend their abolition. We are of opinion that such existing institutions be retained but in the interest of the communities concerned as well as in the interest of the general educational progress of these provinces these schools should be made as efficient as any other State schools, and that the syllabus that the Committee has prescribed for Basic Schools should be introduced in the various classes of these institutions with pupils of corresponding age. The courses of study should be so arranged that while preserving the peculiar features of the institution a boy finishing the course thereat should be able to join the next higher class of a Basic School. We want to make it clear, however, that religious education even in these schools should not be enforced if objection is taken to it by the parent or guardian.

14. The condition of *pathshalas* is in no sense better. They are equally inefficient and ineffective. They too, however, may be retained as has been decided in the case of *maktabs*.

15. The question of the education of the children of scheduled castes was also considered. The Committee was unanimously of opinion that it would not be advisable to have exclusive schools for them. It is gratifying to note that the policy of having exclusive schools for the depressed classes has been largely modified in their own interest. The social prejudice against the depressed classes is fast dying out and considerable numbers of untouchables have gained admission in the publicly managed schools. The admission of untouchables in the ordinary schools has been made obligatory and it is to be hoped that the free mixing of the children of all classes in the common school will accelerate the process of removing the stigma from the depressed classes. Special attention should, however, be paid to the education of the depressed classes and special measures should be adopted to stimulate the educational efforts of the community. All obstacles to their admission in State and aided schools should be removed. The profession of teaching should be thrown open to them and adequate provision should be made for the employment of a suitable proportion of qualified depressed class teachers.

16. We further recommend :

(1) that in the recruitment of teachers due care should be taken that Muslims receive a fair representation in the cadre of teachers employed and that provision is made for the teaching of Hindustani (with Urdu script) for the benefit of Muslim boys and girls;

(2) that the Islamia schools should be converted into Basic Schools;

(3) that the course of study in *maktabs* should be changed; while religious education may be retained for children whose parents or guardians do not object to it the secular part of their

education should be assimilated to that prescribed for Basic Schools so that transfers from *maktabs* to Basic Schools may be possible ;

(4) that in selecting areas for the introduction of compulsory education care should be taken that such areas as are mainly inhabited by Muslims or depressed classes are not excluded ;

(5) that all schools receiving aid from Government should be open to children of all communities. Schools which are not open to all should not be given grants-in-aid. But before withdrawing grants opportunity should be given to schools to open their doors to all ;

(6) that if schools are not open to all, then their recognition should also be withdrawn ; and

(7) that no new institutions should be recognized which do not open their doors to children of all communities. From the present institutions we expect that under the changed conditions they will reconsider their policy and open their doors to children of all communities.

17. The question of religious instruction in State or aided schools of all types was next discussed by the Committee.

18. The Committee has already decided that religious education could be allowed in *maktabs* and *pathshalas*, provided freedom of conscience was guaranteed to those who did not approve of such instruction being imparted to their children.

19. The present rule is that religious instruction may be imparted in Government English schools and Intermediate colleges outside the regular hours of secular instruction on the following conditions :

(1) No master on the school or college establishment may be engaged as religious instructor. But the religious instructor will be under the control of the head of the institution.

(2) The community concerned will be responsible for making suitable arrangements and will pay the cost of such instruction.

(3) It is optional with parents to have religious instruction given to their children.

20. Aided educational institutions are at liberty to impart religious instruction, provided that no one is compelled to attend any religious instruction or observance in a faith other than his own as a condition of his admission into or continuance in an aided educational institution or hostel attached thereto if he, or his parent or guardian if he is a minor, objects to it and informs the authorities of the institution of his objection in writing.

21. Unaided English institutions are at liberty to make their own arrangements, but the time devoted to religious instruction should be kept entirely separate from that which is required for secular instruction.

22. The Hartog Committee recommended that arrangements for religious instruction and observance should be made in the ordinary schools in order to induce the Muslim community to send its children to ordinary schools. That Committee was of opinion that in this way the public system would gain both in economy and efficiency. The Committee, however, admitted the insuperable difficulties involved in the carrying out of the proposal. Some of us think that it may give rise to much controversy. They are also otherwise opposed to the imparting of religious instruction in State and aided schools. Some hold the opinion that sectarian schools have no claim on the State and are not entitled to receive grants-in-aid. Others are of the view that moral and religious instruction should constitute an essential element of education. They think that the present rule should not be abrogated and religious instruction should be permitted subject to the condition laid down in the rule. The Committee on the whole is of opinion that since it involves a question of State policy, it is better to leave the matter to the decision of Government.



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CHAPTER IX

EXAMINATIONS

The whole system of education at present is examination-ridden. The entire outlook of the teachers and the taught is determined by the requirements of public examinations. From the first stage of secondary education to the last stage of higher education, that is between the ages of 14 and 22, boys and girls have to face every two years the ordeal of a public examination.

2. The different examinations conducted by Government agencies are listed below :

(a) The Secretary, Board of High School and Intermediate Education, conducts the following examinations :

Name of examination	Number appeared in 1938	Number passed
1. High School Examination	14,878	8,978
2. Intermediate Examination (Arts and Science) ..	4,587	2,817
3. Intermediate Examination in Commerce ..	497	343
4. Intermediate Examination in Agriculture ..	90	78
5. Diploma Examination in Indian Music ..	27	20

(b) The Registrar, Departmental Examinations, United Provinces, conducts the following examinations :

Name of examination	Number appeared in 1938	Number passed
1. Vernacular Final Examination	36,570	23,805
2. Primary Teachers' Certificate Examination ..	1,284	854
3. Vernacular Teachers' Certificate Examination ..	1,057	664
4. Anglo-Vernacular Teachers' Certificate Examination ..	112	91
5. Licentiate of Teaching Examination	69	59
6. Departmental Special Vernacular Examination ..	281	201
7. Advanced Language Examination in Hindi or Urdu	7,218	3,503

(e) The Chief Inspectress of Girls' Schools, United Provinces, who is also the Registrar of Departmental Examinations for Girls, conducts the following examinations :

Name of examination	Number appeared in 1938	Number passed
1. Vernacular Lower Middle Examination for girls ..	3,668	2,247
2. Vernacular Upper Middle Examination for girls ..	1,706	927
3. Anglo-Vernacular Middle Examination for girls ..	1,094	739
4. Vernacular Teachers' Certificate Examination for women.	127	87
5. Primary Teachers' Certificate Examination for women	174	129
6. English Teachers' Certificate Examination for women	55	42

3. The total expenditure on these examinations is as under :

	Rs.
(i) Examinations conducted by the Registrar, Departmental Examinations	1,44,745
(ii) Examinations conducted by the Chief Inspectress of Girls' Schools	31,468
(iii) Examinations conducted by the Board of High School and Intermediate Education	2,69,192
Total	4,45,405

The total income in the shape of fees etc. is as under :

	Rs.
(i) Examinations conducted by the Registrar, Departmental Examinations	1,74,492
(ii) Examinations conducted by the Chief Inspectress of Girls' Schools	3,453
(iii) Examinations conducted by the Board of High School and Intermediate Education	3,44,336
Total	5,22,281

4. Besides the above examinations, colleges and schools hold periodical tests and annual promotion examinations. In secondary schools there are one or two terminal examinations in addition to the annual promotion examination at the end of each academic year. In some schools class tests are held from time to time and records kept. At the time of promotion these results are also taken into consideration. In the matter of promotion heads of institutions have to face serious difficulties. The

frequency of examinations and the manner of conducting them exercise an adverse effect upon the aims and methods of education. Preparation for them leaves little time to boys and girls to pursue the studies that interest them. An unhealthy and forced concentration upon memorization of facts and isolated bits of knowledge prevents the development of sound judgment and organic view of things. Under the strain of examinations students are left with little opportunity to think for themselves or to follow out the ideas which arise in their minds. Thus their individuality remains undeveloped. Both teaching and learning tend to become mechanical and even the curricula and courses are drawn up more to suit the purposes of examinations than educational needs. Examinations tend to create among students the evil habit of neglecting work during the course of the session and of concentrating on it right at the end. They are injurious to the health of pupils and lead to overstrain. Individual differences are ignored and it is not possible through the traditional type of examination to discover the different types and ranges of ability for which education has now to be provided.

5. In fact it is notorious that the marking of examinations is largely unreliable and that the examinations themselves do not furnish an adequate measure of the achievements of pupils. The element of chance is always present in the examinations in a large degree. The standards which examiners adopt are mainly subjective and, therefore, liable to great variation from person to person and year to year. In the case of even the same examiner, it is not possible to maintain the standard of uniformity when the number of scripts is large, as for example in the High School and Vernacular Final examinations.

6. The present system of examination has received severe criticism from modern educationists. Sir Philip Hartog in his article on "The purpose of Examination" in the Year Book of Education, 1938, says, "The greatest weakness of the present system of examination in England, and in many other countries, is the failure to define with any degree of exactness the purpose of each examination and of each examination paper and other tests forming part of an examination." He further says, "In examinations the examiners feel the grave responsibility of assuring the public that every candidate whom they pass is capable, without danger to the public, of exercising the profession or skill which they certify that successful candidate to be capable of exercising."

7. It is also clear that when Basic education has been made free and compulsory nation-wide examination cannot be conducted on the old basis.

8. We are, therefore, of opinion that attempts should be made to mitigate the evil and to substitute more valid and reliable tests for the traditional type of examination.

9. Intelligence Tests have been accordingly designed and it may be claimed on their behalf that if properly applied and evaluated they yield more objective, more valid, more trustworthy and comparable results than do the ordinary oral or written examinations. When properly prepared, standardised, applied and scored, they provide :

(i) a method of comparing children in respect of their capacities and then of selecting the best candidate for higher instruction and barring out (a) defective, and (b) backward children for treatment by special educational methods;

(ii) a more even chance than scholastic tests do, to all children—from good and bad homes and from well-managed and indifferent schools;

(iii) a basis of prediction regarding the educable capacity of children before they have actually been taught to any great extent;

(iv) a proper allowance for age which is not possible in ordinary examinations.

10. It is usually difficult in India to get a proper record of age and the Committee is, therefore, of opinion that a proper system of birth registration should be established.

11. It is not claimed for these "Intelligence Tests" that they can be accepted as complete substitutes for the traditional examinations. There has not yet been discovered any single device for predicting educational success. There is, therefore, yet a place for both the oral and essay types of examination. The virtue of the new tests, however, consists in the fact that they not only measure the achievements of pupils but also seek to discover their needs and abilities, and, with the aid of other available information derived from pupils' records and personal estimates of teachers and parents, about their home and social conditions, their character, habits and inclinations, their vocational aims and extra-curricular interests and the like, to provide for them the kind of education and instruction from which they are most likely to profit.

12. The use of cumulative records has, therefore, been recommended and cards are maintained on which is recorded all information derived from tests, examinations, marks, and details about his aptitudes and inclination, his physical condition, his social and economic background, his character and whatever affects his personality. Such a cumulative record provides a true basis for making educational guidance effective.

13. A valid test of intelligence must be based on elements appealing to the common interest and within the common experience of the group of persons tested. No tests should be employed that are based on peculiar conditions or on unusual facilities for learning. The simpler the environment assumed by the test, the more it resembles the environment in which the great mass of the child population lives and accordingly the more reliable will be the test for purposes of application to

different age groups, different social classes and different parts of the country. A valid test for the whole province should be such as could be standardised on the basis of the population scattered all over the province.

14. In order to secure valid results it is important that the tests should be applied and scored in a rigidly uniform manner. The inconsistent results not infrequently obtained by teachers and others in individual tests are due to failure to observe uniformity in application or marking or in both. Individual tests are more satisfactorily administered if applied by a person specially trained for the work.

15. It is recommended that the devising and standardising of all types of psychological tests should be entrusted only to trained psychologists. They should be in close touch with school work and school conditions when constructing the tests. Interpretation of result should also be left to experts. For proper and accurate administration and scoring a careful training in experimental psychology in the technique of applying the tests and in the use of statistical methods, is indispensable. Experienced teachers, provided they possess the necessary gifts of personality, could be trained and for achieving this object refresher courses should be instituted in training colleges.

16. As there are no properly standardised tests, either Individual or Group in vogue in these provinces, it is necessary to start a Central Bureau for devising ways and means of conducting intelligence and ability tests.

17. We, therefore, recommend that a Bureau of Examinations should be established which may not only conduct examinations but also develop the technique of testing children's progress in various spheres of school education.

18. We also recommend that the following principles be observed in making class promotions :

(1) Promotion from class to class should be decided by the teachers of the school. Promotion to a higher class should not be withheld as far as possible. A periodical, say monthly, check up of the pupils' work should be made by the teachers.

(2) At the end of the fifth year of the Basic School an intelligence, attainment and aptitude test should be conducted by the teachers under the direction of the supervisory staff. The test should be so conducted as to be helpful in ascertaining the natural inclination of the pupils. On the results of the test, advice should be given to students to help them in the choice of studies in the higher classes in colleges, provided, however, that the record of the aforesaid test shall not prevent a student from taking up a course different from the one for which the test has declared him to be fitted; nor shall he be ineligible for sitting at the entrance examination prescribed for admission to a College.

(3) At the end of the seventh year there should be another similar test, but all students who have regularly attended a course of seven years should be given a certificate to that effect by the school countersigned by a supervisory officer of the Education Department. This certificate should show the quality of the pupils' attainment in the course and subjects of the curriculum as well as in extra-curricular activities.

(4) During the course of each year, however, an administrative check of the work of the schools in a prescribed area should be made by the supervisory staff of the Education Department. In this connection it would be advisable to explore the possibility of taking sample measurements of the attainments of selected groups of students. This check should be devised by specialists in close consultation with the committee that may be set up to deal with the curriculum.

19. We make the following recommendations in regard to examinations in Colleges :

(1) There should be a college examination at the end of the fourth year (that is of pupils aged 16) in all colleges.

(2) There should be an examination at the end of the college course to be conducted by the Provincial Board of Education.

(3) The rule about promotion from class to class as laid down above for Basic School classes will apply, as far as possible, to all classes in colleges, except the fourth.

(4) Examinations will include written papers and oral or practical tests according to the nature of the subject. Specimens of the work done in each subject by a student in the class under the supervision of the teacher, the record of the work done in the year and the recommendation of the teachers may also be taken into account when declaring the result. Undue emphasis should not be laid on written papers.

(5) The colleges will have the option to hold an entrance examination at any stage they like.

(6) There shall be established a Bureau of Examinations and Tests under the Department of Education with specialists to construct Intelligence and Attainment tests

CHAPTER X

TRAINING OF TEACHERS

There are at present two types of institutions for the training of secondary school teachers : (1) Lower grade colleges for training C. T.'s at Agra and Lucknow, (2) Higher grade college for the training of L. T.'s at Allahabad. These are Government institutions. There are, besides, two higher grade training colleges attached to the Benares and Aligarh Universities which confer the Bachelor's Degree in Education. In addition, there are two private institutions of the lower grade, one for the training of women teachers at the Isabella Thoburn College, Lucknow and another for men teachers at the Christian College, Lucknow. All the three Government Colleges are manned by very good staffs most of whom possess European qualifications. The principles are either officers in the Indian Educational Service or Provincial Educational Service, Class I.

2. Admissions are made by committees appointed by Government. Students admitted to lower grade training colleges need not be graduates.

3. The course of study extends over one year at Allahabad and two years at Agra and Lucknow. The courses include Psychology, History of Education, School Management, Method and Practice in Teaching. There are practising schools or colleges where pupil-teachers carry on the practice of teaching. Every student is required to give about 60 lessons. Demonstration and criticism lessons are also arranged. Students are examined both in the practice and theory of teaching at the end of the course.

4. The following table shows the number of teachers employed in Anglo-vernacular secondary schools :

Kind of institution	Men teachers		Women teachers	
	Trained	Untrained	Trained	Untrained
English and Vernacular Middle Schools	4,389	919	1,227	1,071
High Schools.. .. .	2,988	2,561	500	254
Total	7,377	3,480	1,727	1,325

5. There are three types of institutions for the training of vernacular school teachers : (a) Normal Schools, (b) Central Training Schools,

and (c) Training Schools run by local or private bodies. All the Normal Schools and seven Central Training Schools are maintained by Government. They train teachers for vernacular middle and primary schools respectively. Training schools of type (c) and the remaining schools of type (b) are run by local bodies and are governed by Rule 26 of the District Board Educational Rules. They train teachers of primary schools only.

6. The following table gives the number of teachers employed in primary schools :

Kind of teacher					Men teachers	Women teachers	Total
Trained	..	..	..	..	29,085	465	29,550
Untrained	..	..	..	..	9,094	2,035	11,129
Total					38,179	2,500	40,679

7. Each of the eight Normal Schools in the province is manned by a Headmaster of the Provincial Education Service, Class II, one or two L. T.'s and three or four C. T.'s. Admissions to the Normal Schools are made by the Circle Inspector of Schools from among names recommended to him by the selection committee from each district board area. The admissions are made either for the one-year or the two-years' course. Candidates for training who have passed the P. T. C. examination are admitted to the one-year course, others to the two-years' course. The minimum qualification for admission is the Vernacular Final Examination.

The pupil-teachers have to study the following besides the school subjects :

- (1) Language,
- (2) Method of teaching language,
- (3) Mathematics,
- (4) History and Geography,
- (5) Rural Knowledge, and
- (6) School Management and Elementary Psychology.

In view of the multiplicity of subjects it is not possible for normal schools to have a specialist for each subject.

8. At a rough estimate there are about 100 pupil-teachers in a normal school in the two classes and every pupil-teacher has to give 60 lessons. It roughly means that the Normal School has to arrange for 6,000 lessons in a session. It has four or five competent teachers to do the criticism

work and one practising school which is called the Model School. Practice of teaching is mainly done during the first two months of the session. During this period teaching of theory is not feasible as the staff has to supervise about 120 lessons in a day and the schools where the pupil-teachers practise are scattered over a fairly big area of the town. Assistant masters of Model Schools also assist in criticism work.

9. There are 13 Central Training Schools. They are situated mostly in rural areas and the headmaster belongs to the Lower Subordinate Service. The staff is drafted from district board schools. As compared with the Normal Schools the staff is inferior. After one year's training candidates get the P. T. C. The minimum qualification for admission is the Vernacular Final Examination.

10. The training schools of the district board are allowed to have about nine pupil-teachers; the staff is generally not sufficiently trained. The district board training classes are training centres in name only. It seems advisable that they should be abolished.

11. For the training of women teachers there are arrangements at the Isabella Thoburn College, Lucknow, which prepares women candidates for the diploma of Teaching conferred by the Lucknow University. The Benares and Aligarh Universities also admit a limited number of women candidates. Women candidates are also admitted in limited numbers to the Training Colleges at Allahabad, Lucknow and Agra.

12. There are three other grades of training classes for women teachers. These prepare for (1) the English Teachers' Certificate, (2) the Vernacular Teachers' Certificate, and (3) the Primary Teachers' Certificate. Candidates to be eligible for admission should have passed the High School Examination, the Middle Examination and the Primary Certificate Examination, respectively.

13. The following table gives the numbers of the various types of training institutions for males enumerated above :

Kind of institution	Number	Enrolment
Colleges for graduates	3	207
Colleges for under-graduates	3	188
Normal Schools	8	720
Central Training Schools	13	429
Training Classes	24	214
Total	51	1,758

14. There are the following three types of training classes maintained exclusively for girls :

Kind of training class	Number	Enrolment
1. English Teachers' Certificate	5	707
2. Vernacular Teachers' Certificate	13	
3. Primary Teachers' Certificate	36	
Total	54	

15. It will be seen that for the training of teachers the following examinations are held by the Department :

(1) L. T., (2) C. T., (3) P. T. C., (4) V. T. C. for boys, and (5) E. T. C. for girls only.

The Benares and Aligarh Universities have their B. T. examinations mainly on the same lines as L. T.

16. These examinations connote such a variety of standards and of training that it is impossible to obtain a uniform type of teacher for our plan of work. Again, the examinations show no gradation and it is not possible for the holder of the C. T. to proceed to the L. T. or B. T. examination after taking a University degree. Thus a C. T. remains as such throughout his life. Then, so far as teaching is concerned, the teachers of the Normal Schools are usually persons who have no actual experience of vernacular schools and of rural areas. They devote more time to the teaching of subjects than to training in the Methods of Teaching. Again many of the teachers do not always possess that love for their vocation and that enthusiasm for their subject which are necessary if teaching is to inspire and stimulate the pupil. In the teaching of method the teacher lacks the proper understanding and appreciation of rural conditions with the result that the pupil-teachers may know the various methods of teaching a particular subject without in the least being capable of applying them successfully in rural schools where they have to work. On the other hand the Normal School pupil-teacher does not possess the intellectual background to grasp and assimilate the philosophical implications of teaching and to apply them in his day-to-day work. Thus teaching in our normal schools becomes formal and divorced from rural conditions. Of late years, efforts have been made to improve matters. The one-year course pupil-teachers of the normal schools who are admitted after passing the P. T. C. are not at school sufficiently long to benefit by the course. It is futile to have two different courses running simultaneously. The headmaster and the staff of a Normal School find it difficult to establish a proper adjustment between the pupil-teachers of the two-years' course and those of the one-year course.

17. In the secondary training colleges, too, the syllabus of work is so heavy that the pupil-teachers do not get enough opportunities of grappling with the real situations which they will have to face in classrooms when they go out to teach. The time at their disposal is so short that the whole period of training is consumed more or less by the prescribed syllabus, and they have no time to read outside books. It is, therefore, absolutely necessary that the pupil-teachers should remain for a longer period in the training colleges in order to have the opportunity of developing interest in their work and of acquiring more of professional technique and of the contents of the school syllabus.

18. Besides, new educational aims require a new orientation of the teachers. The new type of teacher must be prepared for his task and his professional training should be carefully planned. The primary school teachers in these provinces receive a low salary and other conditions of their service are also unsatisfactory. The quality of their education has been poor and as they are much isolated they naturally stagnate. It is necessary that far-reaching improvements should be made in the quality, training, status and pay of these teachers.

19. The social structure of many countries has considerably changed as a result of the Great War. New aims of education have emerged and unless a new type of teacher arises, these aims will not be realized. Knowledge is being every day revised and augmented. Altered conditions of life have evolved new conceptions of duty and the demands of the times are such that every citizen is expected to establish in himself that enlarged framework of knowledge which should enable him to discharge his responsibilities in a satisfactory manner. For these reasons the cultural standards of the new teacher have to be immensely raised and he has to be well-trained for his vocation in life, but what is much more important to note is that he has to be kept *fresh*. H. G. Wells has truly said, "It is stipulated in most leases that we should paint our homes outside every three years and inside every seven years, but nobody ever thinks of doing up a school teacher." There are teachers at work in this country (England) who haven't been painted inside for fifty years. They must be damp and rotten and very unhealthy for all who come in contact with them. Two-thirds of the teaching profession now is in urgent need of being either reconditioned or superannuated. In this advancing world the reconditioning of both the medical and the scholastic practitioner is becoming a very urgent problem indeed." These remarks are much more applicable to Indian conditions. It is not enough to awaken and stimulate their interest in the new education and to train the new teachers in the new methods but it is also necessary that refresher courses should be immediately organized all over the Province for the benefit of those who received their training under the old dispensation and that they should be renewed from time to time for the benefit of both old and new. Teachers of secondary schools should also receive training in vocational guidance because they will be called upon to assist young people in choosing their occupations.

20. The right type of teacher can make his school a centre of community work. He can take the initiative in opening village libraries and reading rooms. He can minister to the cultural needs of the village community in other ways. He can teach the value of co-operative effort to the villagers and organize village life on a co-operative basis. All this valuable work is most urgently needed and the village teacher can play his part well in any scheme of rejuvenation of the countryside that may be undertaken by the Government.

21. In normal schools the first and the most important thing is to recast the syllabus. The professional aspect of the life of the teachers and the relationship with the conditions of village life which act and react on their profession and the social life of the village should be emphasized in the syllabus. Subjects like Civics, Rural Hygiene and Sanitation, Rural Economics, Cottage Industries, Rural Reconstruction etc. should find a place in the syllabus. Besides this, the pupil-teachers must have a thorough grounding in the subjects that have to be included in our scheme of Basic education. The plan adopted for these training schools should provide :

- (i) plenty of demonstration lessons for the pupil-teachers,
- (ii) suitable amount of written work from every pupil-teacher, and
- (iii) effective supervision of practice work.

22. These considerations lead us to the conclusion that there should be two types of training colleges to suit our requirements. Some members, however, favoured a single type of training institution and proposed that there should be no difference in status between teachers of Basic Schools and those of Colleges. We recommend that there should be two types of institutions, one for teachers of Basic Schools and the other for teachers of Colleges. The courses should extend over four years for teachers of Basic Schools and two years for teachers of Colleges.

23. Without doubt, the profession of a teacher in modern society is not less important than that of a medical doctor or an engineer. When we bear in mind that the preliminary professional training of each of the latter ranges from at least three years to five years, there is no reason why the professional training of the former should be restricted to a year or two at the most. Nor can it be said that the teacher's art is so simple and easy that it does not require a longer period for the mastery of the theory and practice of teaching. The time has gone by when every graduate of a University was expected to carry a sufficient amount of knowledge in his head to impart it to any class of secondary school children. Education has grown to be a Science and great strides have been made in recent years in psychological and educational research with the result that educational methods have been devised which require a long preliminary training in order to ensure the future success of a teacher. Again, not all the subjects prescribed for higher University

examinations form part of the school curricula. It is desirable, therefore, that, in addition to the study of Principles and Methods of Education, the attention of the future teachers should be concentrated on such subjects as are directly taught in the Secondary Colleges or have an indirect bearing on the intellectual and moral equipment of the Secondary teacher. Last but not least, the teacher who will be in demand in future will be one who will have mastered at least one handicraft the required skill in which cannot be acquired in the short period of a year or two.

24. The course of training for teachers of Basic Schools should extend over four years. The minimum qualifications for admission to the courses should be the diploma of a Basic School, or the completion of the first two classes of a College.

In the transitional period :

(i) Candidates who have passed the Vernacular Final or High School Examination may be admitted to class I,

(ii) Candidates who have passed the Intermediate Examination and graduates may be admitted to class III, and

(iii) Candidates who have passed the High School Examination with any one of the following subjects may be admitted to class II :

General Science,
Agriculture,
Rural Economics,
Commerce,
Drawing,
Civics,
Music,
Spinning and Weaving,
Domestic Science, and सत्यमेव जयते
Manual Training.

25. The course of instruction in the training college of the second type, i.e. for teachers for Colleges should last for two years. The minimum qualification should be the diploma of a College established under the scheme proposed by this Committee. Concessions may be made in the case of persons who join with specialized qualification in education.

26. In the transitional period graduates of a recognized university or of any other institution of university status may be admitted. Pupils who have finished the course for teachers of Basic Schools may also be admitted to these colleges.

The detailed syllabus for the training of teachers of Basic Schools is appended (*vide* Appendix VI).

27. We recommend that all Normal Schools and Central Training Schools should be converted into teachers' training colleges of the first type, and the four training colleges into colleges of the second type. The number of colleges of each type to be maintained should be regulated by the needs of the Department.

28. The present one year's course in training colleges for graduates should be altered so as to provide for a course of two years.

29.* The Committee requested the Government to make immediate provision for a shorter course of ten months as an emergency measure in order that Basic Schools might be started from the beginning of July, 1939, and made the following interim proposals for the training of teachers for the new Basic Schools :

(a) The Committee have come to the decision as already stated, that free and compulsory education for every child between 7 and 14 years of age should be provided in these provinces at as early a date as practicable. They have also decided that throughout this period teaching should, as far as possible, be carried on through concrete life-situations and should be correlated with one or more forms of manual and productive work and with the social and physical environment of the child. (A syllabus on these principles has been prepared)*.

(b) The schools where this new syllabus is introduced will require a new orientation of the teachers in regard to the aims and methods of the teaching.

(c) If Government are prepared to accept our recommendation regarding the new type of school, the first and immediate step should be the training of an adequate number of teachers. We are convinced that the number of schools of the new type should in no case be allowed to outrun the supply of teachers trained to run them efficiently.

(d) We, therefore, recommend that to avoid delay steps may be taken to establish training centres for men and women teachers providing instruction and practice in the handicraft chosen as one of the main centres of education and in the principles and methods of co-ordinated teaching.

(e) The number of teachers to be so trained will, of course, be determined by the number of schools of the new type which the Government are prepared to establish.

(f) We recommend that reasonably large and compact areas be selected for establishing such schools. A district or a smaller area each in say three or more inspectors' circles may be so selected and immediate arrangements made for the training of teachers in the three divisions. The existing arrangements for the training of teachers may be utilized and new institutions established for the purpose.

*Vide Appendix IV

(g) If new institutions are to be established we suggest that they should be situated in a rural environment. We also suggest that these training institutions should be residential institutions open to all classes and creeds, and free from restrictions relating to untouchability or dining in a common hall.

(h) Too much care cannot be taken in the choice of new teachers. Teaching requires special aptitudes, social and moral qualities and it is not right to assume that any one who wishes to do so is entitled to become a teacher. We recommend that strong Selection Committees should be appointed to select teachers.

(i) The recruitment of women teachers and teachers of scheduled castes should be specially encouraged. In order to gain admission to the training institutions candidates of these classes must have read at least up to the Matriculation standard in some national or recognized institution or must have had some teaching experience after passing the Vernacular Final Examination. Preference should be given to teachers with experience and previous training in method. Training centres should be placed in charge of the best available men in the Department who have an appreciation of the new educational and social ideology inspiring the scheme combined with enthusiasm for working it. They should be residential and ample opportunities should be provided for training teachers in extra-curricular activities.

(j) We recommend that a short course of ten months for which we submit a syllabus* be instituted in these training centres as soon as practicable.

(k) Refresher courses of about three months' duration should be organized all over the province to give teachers training in the crafts to be introduced and in the basic ideas of the new schools as well as in the technique of co-ordinated teaching. All the teachers in the districts selected for the establishment of the new type of schools should be made to take these courses within a reasonable time to be fixed by the Department.

*Vide Appendix VII

CHAPTER XI

THE SELECTION AND SUPPLY OF TEXT-BOOKS

The procedure that is observed at present in prescribing books for Vernacular and Anglo-Vernacular Schools is as follows :

There are two different agencies to control the recommending and prescribing of books for Vernacular and Secondary schools. The Intermediate Board controls the books which are recommended or prescribed for classes from V to XII of Anglo-Vernacular schools. The work of the Board is carried on by means of committees. For classes IX, X, XI and XII there are 26 committees of courses in English, Mathematics, History and Civics, Geography, Persian and Arabic and other subjects of examination. Each committee consists of five elected and two co-opted members. These committees meet usually twice a year. Their recommendations go to the Board and the decision of the Board is final. For recommending books required for classes III to VIII there is a curriculum committee which has a number of reviewing boards under it for various subjects. There are 14 reviewing boards each consisting of 3 members. Their recommendations go to the curriculum committee and the decisions of the curriculum committee are presented to the Board for final approval. Publishers submit their books to the Secretary of the Board who places them before appropriate committees.

2. Books intended for use in vernacular schools, in the primary section of English Schools and in Normal Schools and Training Schools as text-books for boys and girls, and also books for the use of teachers, library books and prizes are prescribed by the Board of Vernacular Education. This Board has the following book committees :

Book Committee A—To consider all books for the use of infant and primary classes.

Book Committee B—To consider History, Geography and miscellaneous books.

Book Committee C—To consider mathematical books and books dealing with Rural Knowledge.

Book Committee D—To consider Urdu books.

Book Committee E—To consider Hindi books.

Book Committee F—To consider all books for the use of infant and primary classes of girls' schools.

Book Committee G—To consider all books for Vernacular Middle schools, Normal schools and Training classes for girls.

3. Persons or firms while submitting books are not allowed to disclose the name of the publisher, author, printer, or the press or in any other way to indicate the origin of the book. These particulars are, however, printed on the books after they have been approved. Books are submitted in both Hindi and Urdu. A sufficient number of copies of each book has to be submitted to enable the Secretary to send a copy to each member of the committee concerned for forming his opinion. The book committees consist of eight members, of whom four are persons not in Government service. The reports of the book committees are placed before the Board of Vernacular Education, which may confirm the recommendations of the book committees, or refer them back for further consideration, or call for a supplementary report from any other committee which is in any way concerned with the subject of the book under consideration, or transmit the recommendation to the Director of Public Instruction with a reasoned statement of its views.

4. No member having any pecuniary interest in a book is permitted to take part in the discussion of its merits or to vote upon its suitability for use in schools. He has to declare in writing before the commencement of the meeting of the committee that he has no interest in any book submitted for consideration in the committee. The books are submitted to the committee with reviews written by competent persons. The Deputy Director selects reviewers from the list maintained in the Department.

5. The Department selects the districts in which various sets of books prescribed are to be used. The books are prescribed for a period of five years during which they are not changed.

6. It will be seen that attempts have been made by the Department from time to time to make it impossible for vested interests to influence the selection of text-books. In the past there were complaints of favouritism and of corruption, but whenever such complaints came to the notice of the Department it tried to introduce such measures as might help to remove the cause of complaint. The result, however, is scarcely satisfactory. The machinery has become very cumbersome. Corrupt practices have not been stopped altogether.

7. Both in the Intermediate Board and the Board of Vernacular Education there were occasions when books were prescribed not because of their merits but because they were favoured by members for reasons best known to them. Merit often did not count. Under the circumstances good writers do not always come forward to write books because they have to canvass or move about. The limit of five years fixed for the currency of text-books precludes the possibility of inducing competent writers to produce books within the period, and then if a bad book is prescribed it remains on the list for five years. Besides, there is the contingency of confining the benefits of a good book to a particular area. If a book is really good, why should it not be taught throughout the

Province? Why should it remain confined to a particular district or group of districts? Or if the book is bad why should it be allowed to spoil the education of a particular area?

8. As much of the success of teaching and, therefore, the progress of education depends upon the supply of really good text-books, we are of opinion that the present defective system should be abolished. The production of text-books should not be left solely in the hands of publishers whose primary interest is in their profits and not necessarily in the publication of suitable and artistic books.

9. The success of the new system of education will ultimately depend upon improvement in the quality of teachers recruited and of the text-books in use in our schools. Our province is embarking on a new educational experiment which seeks to alter the fundamental basis of the present system and to introduce new methods of teaching. It is, therefore, important that a body of literature on pedagogy should be created in the Indian languages and new works placed in the hands of the teacher. The text-books will have to be planned on a new basis. They will have to be brought in to accord with the new spirit, and they will have to illustrate the new methods of teaching. Children's literature is quite meagre in quantity and poor in quality in the mother-tongue while journals and reviews which discuss problems of method and practical pedagogy are practically non-existent. To spread and popularize new ideas of educational reform it is necessary to bring out popular journals on education.

10. So far as the publication of new books and propagation of new educational ideas are concerned the first need is that we should keep ourselves in touch with the latest movements of educational thought in all parts of the world. In the past we did not take sufficient care to keep ourselves abreast of developments and new trends in education with the sad result that our teachers have remained steeped in the old traditions. We cannot continue in this state without peril to our future.

11. The influence of the text-book on the formation of ideas has been widely recognized. It is, therefore, necessary that good care should be taken in the preparation of text-books. Text-books are, for the most part, written on the basis of the syllabuses determined for the direction of the school curriculum. The syllabuses should be carefully framed and should have a greater bearing on the needs of our country and present conditions.

12. The Committee is further of opinion that to facilitate the preparation of suitable text-books for use in schools and of other books for the use of teachers, a central pedagogical library should be established at a place to be decided by the Department. The library should contain :

- (1) an up-to-date collection of text-books in use in primary and secondary schools of the United States of America and the principal European countries;

(2) a collection of books and periodicals dealing with the subject of education; and

(3) a collection of all school text-books and other books for juvenile readers published in the Indian languages.

13. Text-books should be brought up to date and pupils should be introduced to the conditions and problems of the world in which they live. Text-books on History and Geography while presenting an objective and scientific study of the subject should be written with a view to promote inter-communal understanding and harmony. Offensive language should be avoided and statements should not be made which may engender feelings of ill-will and animosity between communities. Care should also be taken to develop good understanding and mutual respect between peoples. The study of inter-national relations should be favoured in secondary colleges, and in the teaching of world history emphasis should be laid on the inter-dependent character of peoples in the modern world.

14. In the new text-books more space should be devoted to modern events than to events of earlier periods and pupils should be enabled through them to comprehend the forces that are at work in the world of to-day.

15. The writing of books should be entrusted to the most competent authors available, and Government should shoulder the responsibility of inducing really good and capable authors to write books for children. Some members were of opinion that instead of experts alone being invited to write text-books a general invitation to write books should be extended to authors. It was ultimately decided that distinguished authors should in special cases be commissioned to write books or portions thereof. Substantial prizes should be awarded to authors and their legitimate interests should be adequately protected.

16. The publication of books can either be undertaken by the State direct or by contract with a firm of publishers. The view that the State should itself publish text-books and earn profits was stressed in the Committee, but it did not find general acceptance for the reason that the Committee wanted to encourage private enterprise in the publishing business. It was recognized that competition among publishers was helpful in bringing before the Committee, without any expense or obligation, a large number of books of a high standard, for prescription in recognized schools of the Province. It was brought to the notice of the Committee that the experiment of direct publication of books by Government was tried in one Province but without success. The printing, publication and sale of books, may, however, be entrusted to separate firms of printers, publishers and booksellers. The division of functions will improve the quality of text-books and do no harm to the growing publishing industry of the Province. Publishers who undertake to publish approved works written by authors selected by Government will be in a position to make a legitimate profit. But the present

unrestricted and harmful competition attended with corruption and other evils will be ended. The Committee decided that in any arrangement which may be made with firms of publishers due care should be taken to protect the interests of authors. The period of contract should be as short as possible because in this rapidly-changing world books will go out of date fairly rapidly. The Committee, however, deprecates frequent changes in text-books for the benefit of publishers.

17. It was suggested that there should not be one uniform set of books for the whole Province because uniformity tends to stagnation and places unnecessary restrictions upon the individuality and enthusiasm of the teacher. The Committee, therefore, favoured the view that a few alternative sets of text-books should be recommended and the final choice should be left to the heads of institutions. This will definitely secure a high standard of quality and also give freedom within a limited field to teachers to use text-books of their choice. The principle of approved lists is not acceptable to the Committee because it feels the necessity of restricting the choice of teachers to a certain extent in view of the fact that the equipment of the general run of teachers is so poor that their judgment cannot be fully trusted in this matter. A suggestion was also made to the effect that books might be given a regional bias, e.g. those to be used in the eastern districts should contain matter specially applicable to or correlated with the life and conditions of the eastern districts. This was accepted as one and perhaps the only reasonable ground on which different sets could be assigned to different territorial areas.

18. We recommend that the following procedure be adopted in the preparation, selection and publication of text-books for Basic Schools and Colleges :

(1) Government should get a synopsis of the book which it desires to have written prepared by specialists. Alternative synopses might be obtained from independent authors by advertisement in the press and the best of them accepted.

(2) The approved synopsis should be published and authors should be invited to write text-books in accordance with it. Substantial prizes should be announced for books selected. Authors should be asked to submit to Government manuscripts in type scripts. Books already published may also be submitted. Distinguished authors may in special cases be commissioned to write books or portions thereof.

(3) Government should nominate a committee to approve and revise the text-books submitted by authors.

(4) After approval the books should become the property of Government and should be sent to a board of editors which will prepare the manuscript for the press, but will not have the power of revising the book. This board also will advise on the subject of

pictures, drawings and illustrations to be incorporated in the book and will suggest the most suitable form in which the publication should be presented.

(5) The Government should offer the approved manuscripts to publishers, in lieu of a royalty to be shared by the Government and the author, guaranteeing the publisher a monopoly for a fixed number of years. This period should, however, be as short as possible. The prices of books should be fixed by the Government allowing a fair rate of profit to the publisher.

(6) Government should, from time to time, arrange for a thorough and exhaustive examination of the language and subject-matter of the books prescribed.



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CHAPTER XII

CONTROL OF EDUCATION

The administration of vernacular education is governed by the United Provinces District Boards Act of 1922. Control within the district board area is in the hands of officials appointed by Government. These are 48 deputy inspectors of schools, one in each district, and 209 sub-deputy inspectors of schools divided amongst the districts. These officers are under a dual control : on the one hand they are under the control of the Director of Public Instruction through the Circle Inspectors of Schools and on the other they are required to administer vernacular education on behalf of the Education Committees of the district boards.

2. The educational work of the district board is now done by a statutory Education Committee of the District Board subject to the financial and general control in respect of policy to the district board. The Chairman of the Education Committee is the controlling officer of the educational staff. The Deputy Inspector of Schools is the Secretary of the Education Committee without a vote. Acute differences have frequently arisen between the district boards, the chairmen of education committees, and the Deputy Inspectors of Schools over rules and regulations, cases of transfer and punishment of teachers, location of schools and other administrative matters and vernacular education has suffered a great deal in consequence.

3. The administration of vernacular education in municipal areas differs from that in the district board areas. The contribution of Government to the expenditure on vernacular education in municipal areas is much smaller than its contribution to the corresponding expenditure in district board areas except in the case of municipal areas where compulsion has been introduced. Government control of vernacular education in municipalities does not amount to even a small fraction of what they exercise in district board areas. There is no body of rules for vernacular education in municipal boards corresponding to the District Board Educational Rules. All that Government have done is to indicate that municipalities to which grants are given for vernacular education are expected to act in general conformity with the principles laid down in the District Board Education Rules. All municipalities are required by the Municipalities Act of 1916 to spend not less than 5 per cent. of their normal income on primary education.

Government have established a Board of Vernacular Education to deal with purely educational matters entirely apart from administrative

matters. The Board is an advisory body consisting of 15 members of whom 12 are nominated by Government and three elected by the Legislature. The Board considers the courses of study and curricula for vernacular schools and with the help of a number of book committees selects and recommends books for use in these schools.

4. Anglo-Vernacular Education is governed by the Intermediate Education Act of 1921 which provides for the establishment of the Board of High School and Intermediate Education with the following main functions :

(i) to recognize institutions which impart instruction in high school and intermediate classes;

(ii) to prescribe the courses for the High School Examination and the Intermediate Examination and the middle classes V to VIII of anglo-vernacular schools;

(iii) to conduct the High School Examination and the Intermediate Examination and to grant certificates to the candidates passing them; and

(iv) to deal generally with all matters relating to the proper working of the institutions imparting high school and intermediate education.

5. The Government institutions of Anglo-Vernacular Education are controlled by the Director of Public Instruction through the Inspectors of Schools. The aided institutions are also subject to his control; but in matters of appointment of teachers and control of finance they are under their own managing committees subject to the control of the Department.

6. The record of local bodies does not, on the whole, inspire confidence or encourage the hope that they may be safely entrusted with the programme of expansion. The following progressive figures of enrolment in primary and preparatory schools for boys of all kinds during the period 1931-32 to 2nd January, 1936 (later figures not available) are to a certain extent an indication of the unsatisfactory administration of primary education :

Classes					Enrolment
Infant class (1931-32)	..	..	..	..	449,858
Class I (1932-33)	..	..	..	..	234,997
„ II (1933-34) ..	..	..	..	..	149,196
„ III (1934-35) ..	..	..	..	..	104,936
„ IV (2-1-1936)	..	..	..	..	77,111

7. In addition to the defective system of education, the failure of primary education in these provinces has also been the result of a very faulty system of administration. The system of dual control, by the Department of Education through its inspectorate on the one hand, and local bodies through the education committees and their chairman on the other, is extremely anomalous and detrimental to efficiency.

8. The deputy inspector in every district occupies a most difficult and an almost impossible position. He is compelled to please and serve two masters at the same time. In these circumstances rules are not observed, and very often tension prevails between the Department of Education and local bodies, resulting in almost interminable appeals and counter appeals over both petty and important matters. The result is a state of things bordering on complete chaos, which we find prevalent to-day in the administrative part of our system of primary education.

9. Except for one or two provinces in India, this system of dual control does not exist anywhere else in the world. Administrative control of primary education is generally either entirely vested in the local bodies, or in the Central Government. The former is the case in England and the latter in France, Russia, and a number of other modern European States. Both France and Russia are, like India, predominantly agricultural countries with a very large percentage of rural population. In France both primary and secondary education are controlled on a uniform system from the centre, the country being divided into 18 educational regions corresponding roughly to the administrative regions, each educational unit being presided over by a rector, who is under the direct control of the Ministry of Education.

10. Generally speaking our experience of the control of education through local bodies, based as it is on the English model, has been far from happy. It is fundamentally wrong to accept the English system as our model and to shape our system of control upon it. England is one of the richest countries of the world while ours is one of the poorest; England is highly industrialized while India is industrially very backward and while a large proportion of the population in England is urban and lives in fairly big towns, an overwhelming majority of our population is rural and lives in small villages.

11. The mistake, originally made, is abundantly borne out by the experience gained in the last twenty years of the administration of education through local bodies. It reveals appalling stagnation and colossal wastage as results of this policy.

12. The experience, in these provinces, of the centralized control of the Anglo-Vernacular side of education through the Department of Public Instruction and the Board of High School and Intermediate Education is, however, encouraging. We find that the almost simultaneous transfer of primary education to the local bodies and the creation of the High School and Intermediate Board has, during the last twenty

years, resulted in a great deal of expansion and increase in expenditure from Government and other sources in both the branches. We, however, find a tremendous wastage on the primary side while the results in the field of Anglo-Vernacular education are quite encouraging. In the opinion of the Committee the two chief reasons for the failure of primary education in these provinces are the dreariness of the education imparted and its defective control. It is hoped that with a simultaneous improvement, the stagnation and wastage prevailing to-day will be considerably checked, and it will be possible to expand and to obtain better results even with the funds at our disposal to-day.

13. The introduction of a system of compulsory primary education is likely to increase the difficulties and it is feared that the very unsatisfactory system of control and administration of primary education will not be able to bear the increased strain. The new programme of education recommended by this Committee is intricate and requires a careful handling. Satisfactory results could only be obtained through concerted and centralized effort. A new and live policy should be chalked out and enforced with courage and imagination.

14. The centralization of the control of primary education has also been recommended by the Vernacular Education Committee of the Central Advisory Board which met at Simla in September, 1937, under the presidentship of the Hon'ble Mr. B. G. Kher, Premier of Bombay, and passed the following resolution :

"We recommend that in each province there should be constituted a Board of Vernacular Education consisting of not more than seven members of whom at least one should be a woman, with the Minister of Education as chairman. The members of this Board should be appointed by the Ministry. All problems concerning vernacular education should come within the purview of this Board, though its functions will not primarily deal with the technique of teaching but with the wider questions of the expansion, control and administration of vernacular education, and with the financial aspect of these questions. It will have no statutory powers but will act in an advisory capacity.

"We believe that an improved Government inspectorate is at present necessary to improve the administration of primary education. Every district inspector should be a member of the Provincial service. His academic and social status together with his experience would then give his advice a weight which it might not otherwise carry. Unless a special administrative officer is appointed, the Inspector should act as the administrative officer of the local body in all matters affecting vernacular education. All questions of transfer, appointment, dismissal and increments should be decided by him."

The Educational Commissioner with the Government of India in his last report states :

"All are agreed that stagnation and wastage is appalling, that the administration of primary education by local bodies shows no improvement and is thoroughly inefficient."

15. The adoption of the proposal for centralization of the control of education in these provinces will considerably enhance the importance and increase the functions of the inspectorate, and the success of this scheme will largely depend on the quality and efficiency of the inspectorate. Inspectors should be men of a broad outlook and wide sympathies. It is urged by the critics of this proposal that these qualities are difficult of achievement in the majority of the inspectors. The Committee, however, is not so pessimistic upon this point, and bases its recommendation on the hope that the services of a sufficiently large number of able and enthusiastic men will be available to the department as inspectors, and is expecting to achieve greater success in this direction rather than any immediate improvement in the tone and the administration of local bodies.

16. Agreeing with the Central Advisory Board of Education we recommend that the status of the Deputy Inspectors should be raised; and they should be given a gazetted rank and should be called district inspectors.

17. The Educational Code makes the inspector's work too mechanical and too much occupied with the routine. The office swallows up the man. Scope has to be provided for enterprise in the field of education to men of ability and daring. The Inspector should be required to send a report of the educational experiments which he and those under him carry out and of the help and guidance which they receive from him.

18. We would wholly adopt the recommendation of Messrs. Wood and Abbott, concerning the relation of the Inspector with the head of an educational institution: "The chief duty of an Inspector is to inspect schools. He must do this sympathetically and tactfully and *give advice* based on his own knowledge and experience which will help the teachers to make their schools enlightened and humane institutions. He should feel free, and of course be qualified to praise or to criticize; but his criticism should be calculated to *encourage and not to intimidate*." They further say "one thing the Inspector must try to discover about a school is whether it is a happy institution and is related to the needs of the community which it is intended to serve. Are the children enjoying their school life? Are the members of the staff active and contented? Is the school a society or is it only a box of class-rooms. To answer these questions he must probe into the work of the school to find out whether there is a reasonable balance of intellectual, manual and physical activities, whether the children are really engaged in tasks which are within their competence and in a way which brings them

satisfaction, and whether they are entrusted with responsibilities for the social life of the school as they are fit to bear."

19. The Inspector will have to tour in the villages more often than is done now. He should be in touch with actualities of village life and the rural school. There should be a model school where members of the inspecting staff from time to time give demonstration lessons to the teachers of the surrounding locality. They should keep themselves in touch with the actual working of the new methods of teaching. An Inspector should, in addition to being a good administrator, be an ideal teacher and his teaching ability should not be allowed to die through disuse. From time to time refresher courses should be organized for the benefit of the teachers of rural schools and the members of the inspecting staff should take an active part in the work of training.

20. The Inspector has to see that a docile mentality is not created among the boys, that resourcefulness is developed and that self-government and group activities are encouraged among boys. He has to see to the creation of a healthy and helpful spirit.

21. Many aided institutions are not functioning properly. There are frequent squabbles between the teachers and the managing committees. Many teachers are dismissed from year to year on one pretext or another and this dislocates work. Some institutions, otherwise very efficient, suffer considerably from these changes. In the interest of efficiency it is absolutely necessary that teachers should be given a sense of security so as to be able to work with a care-free mind and take full interest in their schools and in the activities of the children placed under their charge.

22. In view of these considerations the Committee at the very outset decided to recommend that there should be a Central Board of Education to administer and control all basic and higher education in the United Provinces.

23. It has been urged by the opponents of this view that the withdrawal of the control of education from the local bodies will mean a definite setback to the training of the population in local self-government, and that it will also be against the principles of democracy.

24. The Committee, however, does not find itself in agreement with this view. The need and urgency of a rapid spread of literacy and education is, in the opinion of this Committee, for various reasons, so great that it simply cannot agree to these matters being treated as a field for experiments in local self-government. The single objective of running successful and well-equipped schools, and of securing the highest possible literacy figures in the shortest possible time is, in our opinion, of such immediate and paramount importance that almost all other considerations must be subordinated to it. Also, the centralization of the control of education in the hands of a Minister belonging to a popular

government is, in the opinion of the Committee, in no way opposed to democratic principles.

25. The Committee fully realize that, for the success of any scheme of educational expansion on a large scale, it is necessary to create popular enthusiasm and interest in it and for rousing this interest and enthusiasm, it is necessary to create agencies through which the people can actively participate and interest themselves in the running of the schools and share the responsibility of making compulsion and the schools a success. The Committee, therefore, recommend that, while the effective control, both academic and administrative, should be transferred to the hands of the Minister of Education, there should at the same time be created regional committees, to whom the general welfare of the schools and education in their areas should be entrusted. The regional committees may be sub-committees of the local bodies with other interests also represented on them.

26. In order to regulate the whole educational policy of Government it is absolutely necessary that there should be one central authority which may control both anglo-vernacular and vernacular education. The distinction between anglo-vernacular and vernacular education should also disappear.

27. In view of the defects disclosed in the foregoing survey of vernacular and anglo-vernacular education, we recommend after due consideration of the report of the control sub-committee that there should be established a central education authority to be called the Provincial Board of Education. Under the Provincial Board there should be two auxiliary boards one for Basic Education and the other for College Education. The auxiliary boards should have the authority to appoint advisory committees. The Provincial Board of Education will communicate its decisions to the Hon'ble Minister of Education who will issue orders to the Department. The final authority will rest with the Minister of Education.

28. The functions of the Provincial Board should be as follows :

- (1) To advise the Hon'ble Minister of Education on financial matters connected with education.
- (2) To frame rules for cadres and services and to revise the Educational Code.
- (3) To lay down curricula, to conduct examinations and grant certificates and diplomas.
- (4) To prescribe rules and approve allotment of grants-in-aid.
- (5) To devise methods of enforcing compulsion and select centres for introducing compulsory education.
- (6) To call for reports from the Department.

(7) To make provision for the training of teachers and of the inspecting staff.

(8) To advise the Hon'ble Minister of Education on educational matters including questions of policy.

(9) To prescribe the conditions of service in all educational institutions that may be placed under the jurisdiction of the Board.

(10) To consider appeals against orders of dismissal or discharge of teachers.

(11) To prescribe books and arrange for the preparation, selection and publication of books.

(12) To set up sub-committees for specific purposes and to perform any other duties that may be entrusted to it by the Provincial Government.

29. The following constitution is recommended for the Provincial Board of Education :

- | | |
|--|------------------------------|
| (1) The Hon'ble Minister of Education (<i>Chairman</i>). | } <i>Ex officio members.</i> |
| (2) The Parliamentary Secretary to the Hon'ble Minister of Education (<i>Vice-Chairman</i>). | |
| (3) The Director of Public Instruction, United Provinces (<i>Secretary</i>). | |
| (4) The Chief Inspectress of Girls' Schools, United Provinces. | |
| (5) Two Vice-Chancellors by rotation. | |
| (6) Four members of the Provincial Legislature to be nominated by Government. | |
| (7) Five educationists, one of whom should be a woman, to be nominated by Government. | |

30. The Auxiliary Board for Basic Education should deal with the allotment of funds for various areas, the selection of books, the preparation of curricula and with proposals regarding the introduction of compulsion. It may also call for inspection reports, give advice on the training of teachers, and submit its views on all matters regarding the revision of the Educational Code.

31. The Auxiliary Board for College Education should deal with all the functions enumerated above in respect of College Education with the exception of compulsory education.

32. The following constitution is recommended for the Board of College Education :

There should be 16 members including the Chairman—

- (1) One Circle Inspector of Schools.

(2) The Personal Assistant to the Chief Inspectress of Girls' Schools, United Provinces.

(3) Two members of the Provincial Board of Education to be elected by it.

(4) One lady Principal.

(5) One Principal of a Boys' College.

(6) One Principal of a Technical College.

(7) One Manager of an aided College.

(8) The Assistant Director of Public Instruction, United Provinces.

(9) One Principal of a Training College.

(10) One Principal of an aided College, provided he is a member of the United Provinces Secondary Education Association.

(11) Five educationists, including three from the teaching staff of the Universities to be nominated by the Hon'ble Minister of education.

(The Assistant Director of Public Instruction, United Provinces to be the Secretary.)

33. The constitution of the Board of Basic Education should be as follows :

(1) One Circle Inspector of Schools.

(2) One Inspectress of Girls' Schools.

(3) Two Headmasters.

(4) One Headmistress.

(5) One Headmaster of a Normal School.

(6) One Headmistress of a Normal School.

(7) The President of the United Provinces Secondary Education Association.

(8) The Deputy Director of Public Instruction, United Provinces.

(9) Two members of the Provincial Board of Education elected by it.

(10) Four educationists, of whom two are to be experts in hand-crafts to be nominated by the Hon'ble Minister of education.

(The Deputy Director of Public Instruction, United Provinces, to be the Secretary.)

34. The chairmen of both the Auxiliary Boards shall be nominated by Government. All members, except the representatives of the Provincial Board, should be similarly nominated.

CHAPTER XIII

MISCELLANEOUS TOPICS

(1) Staff in Recognized non-Government Institutions

Mr. Brahma Swarupa, the representative of the United Provinces Secondary Education Association, placed the following proposals before the Committee on behalf of the Association :

(1) Paragraph 150(f) of the Educational Code and the corresponding paragraphs 7 and 10 of the forms of agreement to be executed by the headmasters and teachers of recognized (non-Government) institutions should be repealed.

(2) Representative Circle Committees should be created to standardize salaries and arrange transfers.

(3) Fees and other income should be deposited in treasury and salaries should be paid by cheques.

(4) Definite rules should be made for the appointment of managing committees. The Committee should consist of—

- (i) The Head of the Institution,
- (ii) Two representatives of the teachers,
- (iii) Of the remaining :

One-third to be representatives of guardians,

One-third to be representatives of donors,

One-third to be representatives of Government.

(5) There should be definite qualifications for managers. The teachers should have the right of appeal against every order of punishment.

(6) In case of continued mismanagement, the management should be suspended.

2. After some discussion the Committee decided to appoint a Sub-committee to go into the question in detail and report. The report of the Sub-committee was considered by the Committee.

8. The teachers of recognized (non-Government) institutions are not in a position to carry on their duties properly as a result of insecurity of service. Cases of unjust and arbitrary dismissal occur every year. The Department of Education has no power in the matter. Withholding of grants is the only weapon it can wield which hits more the teachers than the management. The salaries of teachers are not infrequently paid

very irregularly and compulsory levies for school purposes are sometimes made from the teachers inadequate salaries. For any improvement in the educational system it is absolutely necessary that teachers should be given a sense of security and their conditions of service should be improved so that they may be able to carry on their duties with zeal and earnestness.

4. We recommend that paragraph 150(f) of the Educational Code and paragraphs 10 and 11 of the Teachers' and Headmasters' Agreement Forms should be deleted and that in paragraph 7 of the form of agreement of teachers in the fourth line after the word "notice" the words "subject to the approval of the Inspector of Schools" should be added. It is further recommended that a new sub-section (v) to the following effect should be added to paragraph 7 :

"When the teacher has been confirmed the Committee may terminate this agreement in case of general retrenchment decided for reasons of financial stringency and approved by the Department, or in case of abolition of a subject, or in case of a necessity having arisen for making provision for a life member, by giving the teacher two calendar months' notice in writing to take effect from the eighth day of the succeeding month or by paying to the teacher a sum equivalent to twice the monthly salary which the teacher is then drawing."

The Inspector of Schools may in such a case arrange for the appointment of the teacher in another recognized (non-Government) institution with the concurrence of the managing committee concerned.

A list may be maintained for the purpose and the Inspector concerned may also help to find employment for such teachers as have been dismissed under the new sub-clause (v) of paragraph 7 of the form of agreement outside his circle as well.

These conditions of service should be mentioned in paragraph 150 of the Educational Code and made applicable to all teachers irrespective of the date of appointment.

5. We recommend that paragraph 152 of the Educational Code be amended and that the new rule should be as follows :

(a) The Headmasters and the Principals of recognized institutions are not allowed to take up private tuitions.

(b) Permission to undertake tuition should be sparingly given in the case of teachers who draw a monthly salary of Rs.100 or more.

(c) In the case of teachers drawing a monthly salary of less than Rs.100, the previous permission of the Manager is required.

(d) In the case of teachers serving under a District or Municipal Board, the previous sanction of the Board and the approval of the Inspector are required.

(e) Permission to undertake private tuition of a scholar reading in a class taught by the teacher should be sparingly granted and only for very special reasons which should be recorded.

6. We further recommend that :

(1) The fees and other income of a College or School should be deposited in a recognized bank or banks, where such facilities exist, and in such a case, teachers should be paid direct by cheques.

(2) Definite rules should be made by the Education Department for the appointment and removal of managers and for the constitution of managing committees.

(3) The managing committee should include—

(a) at least two nominees of the Government;

(b) at least one representative of the teachers elected by the teachers of the institution;

(c) at least two representatives of parents and guardians;
and

(d) the Headmaster or the Principal *ex officio*.

(4) In case of continued mismanagement by the managing committee, the Department may take away such of its powers as may be deemed necessary for the proper management of the institution for such a period as may be determined by the Department.

(5) Qualifications for the membership of the committee and its powers should be definitely laid down by the Department.

(6) A uniform set of leave rules should be framed and enforced in all institutions.

(7) The existing rules of grants-in-aid given in the Education Code should be revised. The award of grants should depend on the enrolment, quality of work, expenditure and the acceptance by the institution of the principle of non-discrimination of caste, creed, religion or race in the matter of admission of students and of permanent appointment of teachers and other members of the staff.

(8) All aided and recognized institutions must annually submit accounts audited by qualified auditors.

(9) A minimum scale of pay should be prescribed by the Government for teacher, and the clerical and inferior staff of recognized (non-Government) institutions.

(10) Appointments to all teaching posts should be made from the register of trained teachers maintained by the Provincial Board of Education. Appointment of teachers whose names are not on the register should be made only with the approval of the Inspector of Schools.

(11) The managing committee shall not have the power to discharge or remove a teacher without the previous sanction of the Inspector of Schools. The aggrieved party, however, shall have the right of appeal to the Provincial Board of Education.

(12) In line 2 of clause 15 of the form of agreement for teachers the words "dismissal, discharge, or" should be omitted.

(13) The clerical establishment of recognized institutions be brought within the purview of the rules of the Provident Fund and be entitled to same security of service as teachers and the inferior services of these schools be entitled to gratuity, rules for which may be framed by the Department, and have the option to contribute to the Provident Fund. Rules should also be framed by the Department providing necessary leave to clerical and inferior establishment.

The above should also apply to the matrons and nurses of girls' institutions.

7. Teachers in recognized institutions have an organization of their own, known as the United Provinces Secondary Education Association. It numbers 2,468 members and 142 life members. It concerns itself with the professional interests of its members such as the maintenance of a proper scale of remuneration and proper conditions of work. It also discusses subjects of educational interest and formulates policies in regard to the cultural services which its members render. The Association is doing much useful work and it will further increase its usefulness and enhance its reputation by satisfying the cultural needs of the profession and by promoting participation in social work. It is unfortunate that the teachers of elementary schools are not similarly organized. Assistant masters in Government high and middle schools and members of the district inspecting staff have a separate organization known as the Non-Gazetted Educational Officers' Association. It will be better if these associations representing special types of teachers are amalgamated and there is one association for all educational workers.

8. We recommend that the existing clause 4 of the form of teachers' agreement given in the Education Code be amended* in part and in future the teacher must obtain the permission of the manager on the recommendation of the head of the institution before undertaking any work or occupation outside of school hours. Such permission may be granted if the manager is satisfied that it will not interfere with the due

* Vide draft of revised form of agreement printed as Appendix IX.

and efficient discharge of his duties, including prescribed extra curricular activities under the agreement and will not otherwise be detrimental to the interests of the institution.

(ii) Civics

A text-book* in civics should be prepared at the earliest possible date and prescribed for the last two classes of the Vernacular Middle and High Schools. This book should emphasize the ideals of social justice, of co-operative endeavour, and national solidarity. It should inculcate practical patriotism by creating a sense of legitimate pride in the past achievements of the Indian people and a belief in India's future destiny as a better home of a better people. Care should be taken, however, to prevent pride in the past from degenerating into an arrogant and intolerant chauvanism. The history of the Indian national awakening, simply and effectively told, should prepare the young pupil to bear his share in the great endeavour of India's liberation and progress.

2. It should acquaint the pupils with the political constitution of the country, the use and significance of the vote, and of representative institutions.

*The syllabus for the book on "~~Civics and Nationalism~~" is printed as Appendix V



(iii) Discipline

With the changes which are coming over Indian society, the problem of discipline in schools has assumed a new aspect. In a social system which is rapidly progressing towards self-determination it is no longer possible to maintain the schools on the old basis for the whole question of the formation and development of the character of the young is involved in the question of discipline. The new system of education which we are contemplating must deal with the new forces which are coming into operation and must take into account the new ideas of relationship between the teacher and the taught. A general recognition is steadily growing that education should be based on the principle that the teacher should enter into more intimate human contacts with the pupils and should handle them gently and with patience. The teacher is in the position of a friend and a guide and not a task-master. The teacher should be strictly impartial and just with the children. He should respect the personality of the child and should not intimidate and terrorize. Corporal punishment should be abolished. Its evil effects are obvious. The child feels degraded, suffers from bodily pain and loses all respect for the teacher. Teacher's solidarity with the pupil is shaken in consequence and he ceases to be in a position to command his respect and confidence. It has a detrimental effect on sensitive children and sometimes leads to very unhappy results in psychological cases. But there are some members of the Committee who are of opinion that the power of inflicting corporal punishment should not be taken away from the headmasters as such a deprivation would place them in serious difficulties and make them feel helpless. According to them abolition of corporal punishment would adversely affect the discipline in schools. But very few indeed will now advocate the old type of discipline, based on repression, fear and punishment. Coercive methods should not be used nor should the child be ill-treated or mentally tortured. As regards the use of coercion John Dewey says, "Attempts to coerce may produce a sporadic act here and there, but will not direct the general course desired; it is more likely to deflect it into subversive channels; from coercion no improvement of disposition, no educative effect need follow." There is no doubt that the soul of education is discipline of the body and the mind, but this discipline should not be imposed from above. It should come from within. In the words of Mr. Bertrand Russell: "The right discipline consists, not in external compulsion, but in habits of mind which lead spontaneously to desirable rather than undesirable activities." Discipline in school management is a necessity. It should, however, be established with the co-operation

and understanding of the children. Children generally respond to reasonable demands for discipline without much difficulty.

2. The causes of indiscipline are many and they should be sought for in the environment of the child. In some cases the home conditions are not healthy and decent. Sometimes the teacher's lessons are dull and uninteresting. The curriculum is not thought of in terms of activity and experience. Some students are unable to adapt themselves to the academic type of education which they are forced to receive. Some are hopelessly handicapped from the beginning and with this sense of defeat they either "cut" their classes to avoid the discouraging competition with their fellows or resort to bullying to make an impression. If, therefore, one wants to inculcate intelligent discipline in children there must be full co-operation between all the factors bearing on the child's life, the school, the home, the educational and the economic factors. The individual needs of every child should be studied and attended to. Teaching should be made interesting and stimulating. Variety of activity should be provided. The children should be made to feel that each one of them is responsible for the discipline of the whole class. Young pupils may be associated in the work of the school management. Pupils' self-governing councils may be established to assist the headmaster in the observance of rules. It is obvious that the primary responsibility for maintaining discipline rests on the head of the institution and that this responsibility cannot safely be transferred to the pupil. Pupils can, however, be entrusted with such responsibilities as they can undertake with ease. The senior students can be entrusted with greater responsibility. The work of these self-governing organizations should be directed towards "the raising of the level of general knowledge, the strengthening of conscious discipline and fulfilling social obligations". The students' committees may be made responsible for organizing games, excursions, reading rooms and libraries, and group discussions of subjects of topical interest. They may look after the sanitation of the place and the personal hygiene of the boys in the class. They may be made to feel that it is their duty to help the teacher in securing regular and punctual attendance of children. They may be called upon to settle disputes between pupils of the same class. The discipline problems may be placed before them and they may be asked to help in settling them. They may be called upon to help in co-ordinating the various activities of the school and in organizing the annual functions of the various associations. Students can co-operate in carrying on a campaign against illiteracy; and can participate in other creative activities. They may organize summer camps. They may organize student restaurants and student co-operatives. They may develop student self-help organizations to cater to the needs of the student community in various ways. They may conduct financial campaigns and invoke the aid of the community for helping poor and deserving students. Credits for young people who wish to study may be organized by the co-operative efforts of the students.

3. Teachers' guidance and help should be available at every stage. In this way pupils may be made to feel that they are contributing to the growth of their school. This will also help in developing their initiative and training them for leadership and responsibility. Parents' councils should be established for discussing school affairs and parents should be made to take interest in the school education of their children. Teachers should visit homes and should keep themselves informed of their pupil's home-conditions. Parents should be advised to improve home-conditions where such advice may be needed.

4. These are some of the methods for solving the problem of discipline in schools. They will, we trust, bring home to all concerned the significance and importance of discipline in educational institutions as in all life. The students will realize, as they should, that freedom is not licence and that without organization and discipline freedom is neither desirable nor even possible. The teacher will realize that even where he exercises authority, as occasionally he must, he does so with the set purpose of enabling the students to grow ultimately into a free moral personality capable of taking his own decisions. The student should learn to obey in order that one day he may be able to command. The students should be made to feel that the authority which the teacher exercises is the authority of the eternal values which the teacher is intended by society to represent. The present authoritarian discipline should be abolished and it should be replaced by a new code of discipline and a new pattern of behaviour which may be in consonance with the educational needs of the child and may help him in developing "that control and orderly management of his energies, impulses and emotions, which is the essence of moral and intellectual discipline".

5. We recommend that the new rule formulated by the Government abolishing corporal punishment should be enforced.

6. We are of opinion that students should have opportunities of hearing the opinions of others, of reading literature, and of studying the everyday problems of our country. They should be given opportunities of familiarizing themselves with the political, social and economic problems of their country so that on completing their education they may be well equipped to play their part in life.

7. We recommend that freedom to hold opinions and express them should not be stifled. There should be no restriction on students joining external associations and societies run and organized mainly by students for the purpose of advancing the general interest of the youth, but the permission of the headmaster or the principal should be required in the case of a student wishing to join any other organization. It should, however, be understood that students below the age of 18 can in no case be permitted to become members of a political organization. There should be no restrictions placed on students, even resident students, in the matter of attending public meetings, provided such attendance does not involve infringement of hostel rules.

(iv) Future of Existing Institutions

IN order that the new system of education should be established and educational reforms expedited in our province it is necessary that the present system should be changed. The transition from the old to the new will undoubtedly take time, but our recommendation is that immediate steps should be taken to begin the process. For this purpose we propose the following interim arrangements :

The Government should immediately undertake a survey of its educational requirements and chalk out a detailed programme of educational expansion as well as of the conversion of the present institutions into Basic Schools and Colleges of the types suggested by this Committee. It is suggested that a twenty years' programme should be drawn up to provide Basic Education to the entire population of the province (of ages between seven and fourteen years), to liquidate adult illiteracy and to provide the required number of Colleges. The present vernacular and anglo-vernacular middle schools should be converted, as soon as possible, into Basic Schools, and the present Intermediate Colleges into Colleges of the type suggested by us. The present high schools should either be converted into Basic Schools or into Colleges of the new type within a period of seven years.

2. We recommend that the following steps should be taken to give immediate effect to our scheme :

(1) the new syllabus of Basic Schools should be introduced, as early as possible, in classes I and II of vernacular schools for boys and girls, classes II and III of anglo-vernacular school for boys, and classes I and II of anglo-vernacular schools for girls.

(2) the new syllabus of class I of the proposed Colleges of Sciences and Languages should be introduced in class VII of anglo-vernacular schools for boys and girls.

(3) The syllabus of classes III, IV and V of vernacular schools and IV, V and VI of anglo-vernacular schools should be so revised as to bring it nearer to the syllabus of the corresponding classes of the Basic Schools especially by introducing some craft activity and practical knowledge of civics as indicated by the syllabus of Basic Schools. Time for this may be found out by decreasing emphasis on English.

(4) Our recommendations as regards co-education and the employment of women teachers in Basic Schools should apply equally to existing schools teaching the same standards.

(5) Boys who have passed the Vernacular Final Examination should be admitted to class I of the proposed Colleges taking the new syllabus.

(6) The colleges should lay more emphasis on the extra-curricula activities proposed by the Committee and should also try to organize popular lectures on subjects of general knowledge on the lines of the new syllabus*.

(7) Pending the establishment of new schools and the transformation of old schools into schools of the type suggested by us, instruction in a handicraft should be made compulsory for all pupils in the existing schools.

(9) Private agencies desiring to start schools on new lines and, in the opinion of the Department, competent to do so, should be liberally supported by the Government in running such schools, as an experiment. The Department should be kept informed of the progress of the work.



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(v) Establishment of a Central Pedagogical Institute with a Library and Reading Room attached to it.

The success of the new education in these provinces will ultimately depend upon the quality of the teachers recruited and the improvement and renovation of the text-books in use in our schools. Our province is embarking on a new educational experiment which seeks to alter the fundamental basis of the present system and to introduce new methods of teaching. In order to equip the teachers better for the profession of teaching and to awaken and stimulate their interest in the new education, it is necessary to train the new teachers in the new methods at normal schools and to institute Refresher Courses for the benefit of those who have received their training under the old dispensation. It is equally important that a body of literature on pedagogy should be created and new works placed in the hands of the teachers. Again the text-books will have to be planned on a new basis, they will have to be brought into accord with the new spirit and they will have to illustrate the new methods of teaching. Moreover, children's literature is quite meagre in the mother-tongue, and journals and reviews which discuss problems of method and practical pedagogy are practically non-existent. The new ideas of educational reforms have to be spread and popularized, and for this it is necessary to bring out popular journals on education.

2. Now so far as the publication of new books and the propagation of new educational ideas are concerned, the first need is that we should keep ourselves in touch with the latest movements of educational thought in all parts of the world. In the past we did not take sufficient care to keep ourselves abreast of developments in education, with the result that our teachers remained steeped in the old traditionals. We cannot continue in this state without peril to our future.

3. We are, therefore, of opinion that a Central Pedagogical Institute should be established at a place to be decided by the Department. A library should be attached to the Institute which should contain—

(1) an up-to-date collection of text-books in use in primary and secondary schools of the United States of America and of principal European countries;

(2) a collection of books and periodicals dealing with the subject of education; and

(3) a collection of all school text-books and other books for juvenile readers published in the Indian languages.

4. The library should be of the circulating type so that members residing at a distance from it may also take advantage of it. A reading room should be attached to the library.

CHAPTER XIV

SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

I—Basic Education

1. The Committee recommends the following principles for the introduction of Basic Education in the province :

(i) There should be a uniform system of compulsory primary education for all children both in rural and urban areas.

(ii) Compulsory primary education should be provided free on a nation-wide scale and should extend over seven years beginning from the age of seven.

(iii) Throughout this period education should, as far as possible, be carried on through concrete life-situations and should be correlated with one or more forms of manual and productive work and with the social and physical environment of the child. The choice of the craft or crafts should be made with due regard to their educational value and to the environment of the child.

(iv) The medium of instruction throughout the period of seven years should be Hindustani, viz. "the language commonly spoken and understood in the United Provinces definitely combating the tendencies towards over-Sanskritization or over-Persianization."

2. The schools in which this type of education will be imparted should be called "Basic Schools" and the education given in them be named *basic education*. Basic Schools should replace all preparatory, primary, vernacular and anglo-vernacular middle schools—whether for boys or girls or both. Such schools should be established both in rural and urban areas and should be of the same type. Basic Schools shall be regarded as self-complete units.

3. Basic Schools will have the syllabus given in appendix IV. The Committee is opposed to the principle of differentiated curriculum in Basic Schools. The Committee, however, agrees to permit differentiation of crafts in the last two years of Basic Schools.

4. Diversion at the end of the fifth year should be permitted to enable young children to join some other educational institution of an advanced type recognized by the State on condition that they will have to stay there for two years.

5. It will be necessary for the "Colleges" to maintain classes corresponding to classes VI and VII of Basic Schools. In such classes the same standards of Hindustani, social studies and craft training should be maintained. Emphasis on crafts may, however, be reduced.

6. English should not be taught in Basic Schools.

7. Hindustani shall be taught in both the scripts (Devanagari and Persian) compulsorily.

8. Extra-curricular activities should form a regular part of the daily routine.

9. For the education of children before the age of seven Government should provide model kindergartens in suitable centres, both rural and urban, and should encourage pre-school education in other ways. Wherever there is a demand, children's clubs in charge of properly qualified teachers should be opened in Basic Schools, and girls attending the higher classes of these schools should be encouraged to participate and assist in their activities.

10. The minimum number of working days in these schools should be 225 and Government should prepare a list of holidays for schools and may include such national holidays as may be considered desirable. Harvesting days may be observed as holidays in rural schools.

11. The duration of school hours should be 4 hours and 40 minutes for the first two classes and 5 hours and 5 minutes for the remaining classes.

12. Every child must be taught spinning on *takli* and elementary agriculture or gardening as a compulsory part of craft training during the first five years of the Basic School. In urban areas where land may not be available agriculture or gardening may be omitted.

13. For the second part of craft training, every child must choose one of the crafts from the following list :

- (1) Spinning and weaving.
- (2) Agriculture,
- (3) Wood work, Card-board work and Metal work.
- (4) Leather work.
- (5) Pottery including clay modelling and brick laying.
- (6) Fruit and vegetable gardening.
- (7) Mechanical training in such works as repairs to cycles, sewing machines, gramophones, electric appliances, etc.
- (8) Basket work including mat making and cane craft.
- (9) Domestic crafts for girls.

14. The following subjects will be studied in Basic Schools :

Classes I, II, III and IV—

- (1) Basic crafts.
- (2) Hindustani.
- (3) Mathematics.
- (4) Social Studies (History, Civics and Geography).
- (5) Physical Culture.
- (6) Art.
- (7) General Science.

Classes V, VI and VII—

- (1) Basic Crafts.
- (2) Hindustani Language and Literature.
- (3) Second Script.
- (4) Mathematics (Arithmetic, Elements of Algebra, Geometry and Mensuration, and elements of Book-keeper).
- (5) General Science including Physiology and Hygiene.
- (6) Art including Technical Drawing.
- (7) Physical Culture.
- (8) Social Studies.

N.B.—Art may include any of the following :

- (a) Music, (b) Drawing, (c) Dancing, (d) Sculpture, and (e) a rudimentary knowledge of Architecture.

15. (a) The time given to crafts with *correlated studies* should be about half the total time. It may be between one-third and one-half in the first two classes.

(b) The actual time allotted to the craft should be sufficient to give enough skill to the pupil to take up the craft as an occupation after completing the seven years' course, if he chooses to do so. If, however, it is found by experience that this time is insufficient to attain this degree of proficiency the time allotted to crafts may be increased.

16. The standard proposed to be attained by the seven years of study in Basic Schools will be higher than that of the Vernacular Final Course but lower than that of the High School Course. The nature of knowledge chosen to be imparted is, however, calculated to produce a student of higher intelligence and more alive to his environment than is now being produced in the high schools.

17. Up to the age of 10 years in rural areas and 9 years in urban areas boys and girls may be required to attend the same school. Separate schools should be provided for girls between these ages (9 and 10 respectively) and 14 years wherever a sufficient number of girls is available. There should be no compulsion in the matter of admission of girls above the age of 10 in mixed schools.

18. Curricula in Basic Schools for boys and girls should be the same except that girls may study domestic craft.

II—College Education

19. The present system of secondary education suffers from the defect that it does not provide varied forms of training for life and employment to suit the varied interests and abilities of the large number of pupils. Practical activities and correlation with the conditions and realities of life hold quite a subordinate position.

20. Secondary education is merely regarded as subsidiary to university education.

21. The system of secondary education should be a complete and integrated whole. The courses should be self-sufficient and constitute a unit by themselves.

22. The secondary stage of education will begin at the age of 12 and will last for six years.

23. All secondary institutions should be called "Colleges". The standard which these institutions should aim at will be somewhat higher than the present Intermediate standard.

24. The courses of the first two years of the College will generally correspond to the courses of the two top classes of Basic Schools. Emphasis on craft may be reduced. English will be taught as a compulsory subject.

25. College will, among others, offer courses dealing predominantly with—

- (a) Language, Literature and Social Studies.
- (b) Natural Sciences and Mathematics.
- (c) Art.
- (d) Commerce.
- (e) Technical or Professional subjects.
- (f) Domestic Science (for girls).

26. Admission to colleges will be at two stages. A student may join either after completing the first five years' course at the Basic School or after the course of seven years. Students who join after the first five years' course of the Basic School should be admitted to the first-class of the college and those who join after taking a full course of seven years at the Basic School in the third-class of the college.

27. A break should be permitted at the age of 16 and a college examination should certify to their proficiency.

28. The terms "High School" and "Intermediate" will be given up and there will be only one unified college stage.

29. Hindustani will be the medium of instruction and examination throughout the college stage.

30. The Committee recommends that experts should be invited to draw up syllabuses for the various types of courses. They should keep the following points in view while drawing up the syllabuses :

The syllabus should be more realistic and practical than that at present in vogue. It should not be burdened with unnecessary theoretical details and should have a greater bearing on the needs of the country and its present condition. The course should be a self-contained course and should not be regarded merely as a preparation for higher studies. The course should be so framed that the teachers may leave more initiative to the students than is usually

done at present. The experts should be asked to draw up the syllabus for handicraft and additional subjects only of the first two classes and for classes III to VI or VII of colleges. They should also be asked to keep in view the age of the pupils and also the number of the compulsory subjects, the periods allotted and the grounding the students have had in Basic Schools.

31. English should be compulsory. Special arrangements should be made to make up the deficiency in English of those who join a college in class III after taking a full course of seven years at a Basic School. A short course of either Hindi or Urdu should be compulsory throughout the six years of all types of colleges. Physical culture and general knowledge will be other compulsory subjects for all types of colleges

32. The number of colleges of each type to be established should be determined after an industrial and commercial survey is undertaken in order to find out the probable number of certificate-holders who may be absorbed every year in each profession.

33. (a) For each type of college there should be an Advisory Board on which at least 50 per cent. representation should be given to potential employers to be nominated by Government.

(b) The Advisory Board should have the following functions :

(1) Advising Government on the modification of the syllabus from time to time.

(2) Arrangement of practical training for students.

(3) Collection of funds for the colleges from Industry and Trade.

34. There should be a college of Domestic Science the syllabus of which should be drawn up by experts. Besides Domestic Science other crafts should also be provided in girls' colleges, as far as possible.

35. Lecture methods for the theoretical portion of the syllabus should, as far as possible, be replaced by assignments, general directions and tutorial tests.

36. Good up-to-date libraries should be provided in all colleges.

37. Extra-curricular activities should be specially encouraged. The aim of extra-curricular activities should be as follows :

(i) to develop initiative and enterprise and a spirit of self-reliance,

(ii) to train for leadership in democracy,

(iii) to participate in social activities,

(iv) to cultivate fairplay, self-discipline and subordination of individual to group interests, and

(v) to cultivate good manners.

38. It was also decided that scouting should be one of the extra-curricular activities. The following extra-curricular activities should be encouraged in colleges :

Debating clubs, study circles, students' councils or clubs, dramatic clubs, literary clubs, national history clubs, photography clubs, history and geography societies, raffle clubs, social service leagues, scouting, girl guiding, mutual aid societies, school banks, co-operative stores, hobbies societies, etc.

It was thought that extra-curricular activities should be regarded as an integral and important part of school and college life. Government should consider this point while giving grants and headmasters should take due note of this in organizing the work of the teachers.

III—Vocational Education

39. Colleges for Technical and Professional studies should have a four or five years' course in Engineering (civil, mechanical and electrical), medicine, agriculture and industrial chemistry, after the completion of Basic education or of the first two years' course of the College. For a number of other professional and technical branches the establishment of schools with a shorter course is recommended.

40. The technical and professional colleges should be established with four or five years' courses in the following subjects :

- (1) Engineering (Civil).
- (2) Engineering (Mechanical and Electrical).
- (3) Medicine—Allopathy, Homoeopathy, Ayurveda and Unani.
- (4) Agriculture.
- (5) Industrial Chemistry with specialization in the final stage in any one of the following :

- (a) Oils and soaps.
- (b) Ceramics.
- (c) Sugar.
- (d) Rubber.
- (e) Paper.

- (6) Glass Technology.
- (7) Veterinary Science.
- (8) Teachers' Training.
- (9) Pharmaceutical Chemistry.
- (10) Dentistry.

41. Students in technical and professional colleges should be given adequate practical training not only within their colleges but also under actual conditions of work, and that such a training should form an integral part of the course.

42. Besides technical and professional colleges, it is necessary that vocational schools should be opened for students who, having completed their Basic School course, desire to obtain vocational training of a lower type.

43. Government should make provision for such schools. The period of training in them should be determined by experts who will also prepare the syllabuses, but in no case should the period exceed three years.

44. The following types of vocational schools are suggested. The course should be of at least six months' duration when not otherwise indicated :

- (1) Nursing—3 years.
- (2) Midwifery—1 year.
- (3) Compounder's course—2 years.
- (4) Decorative leather work—1 year.
- (5) Book-binding—1 year.
- (6) Tailoring—2 years.
- (7) Weaving.
- (8) Hosiery—1 year.
- (9) Music.
- (10) Dairy farming.
- (11) Poultry farming.
- (12) Fruit preservation.
- (13) Bee farming.
- (14) Electrical and Mechanical work.
- (15) Metal work of various types.
- (16) Pottery.
- (17) Glass blowing.
- (18) Carpentry.
- (19) Surveying and draughtsmanship.
- (20) Paper making.
- (21) Tanning.
- (22) Salesmanship and Travelling agents' work.
- (23) Electroplating.
- (24) Shoe-making.
- (25) Motor mechanic's work.
- (26) Dyeing and calico printing.
- (27) Insurance work.
- (28) Munibi, etc. etc.

45. These schools may be organized separately or classes in vocations may be attached to colleges. The work should be mainly practical and, as far as possible, the schools should be self-supporting.

NOTE—The number of technical, professional and commercial colleges of various types to be established should be determined according to the recommendation made in paragraph 37, Chapter V, and each type of college should have an Advisory Board referred to in paragraphs 37 and 38 of that Chapter.

46. Vocational education given in the present industrial and technical institutions should not be completely divorced from general education and in order to maintain a proper combination of the two kinds of education they should be kept under a unified authority.

47. Industrial and technical schools and colleges which are at present under the Department of Industries should be transferred to the Ministry of Education, provided that such technical and industrial schools as impart instruction in industries which are yet in an experimental stage may be allowed to remain under the control of the Department of Industries. These institutions should be transferred to the Ministry of Education when they have passed the experimental stage.

48. The Department of Education should be strengthened by the additional officers possessing technical education and qualified to give advice to the Minister of Education. Persons qualified to give advice on technical and vocational matters should be appointed on the Sub-board of Education.

49. A Bureau of Technical Education and Vocational Guidance should be established.

50. Psychological tests should be devised and standardized to discover occupational interests and abilities of students. Short intensive courses should, therefore, be instituted to train teachers in the latest scientific methods and the technique of psychological testing in order to enable them to give expert advice to young people in the choice of occupations.

51. A survey of occupational opportunities is also necessary. Such a survey should collect information regarding (1) industries which await development because skilled and trained artisans are not available, and the removal of this hindrance would lead to the development of industry, (2) industries for which sufficient training is not available in the country, and (3) specific requirements of the work or occupations and industries. It is also necessary to investigate whether the training needed could be given in conjunction with the industry itself by indenturing the learner to the industry concerned, or it was necessary for the State to undertake the training.

IV—Girls' Education

52. Special attention should be paid to the expansion of girls' education because the educational advance of the province much depends on the rapid progress of girls' education. No distinction should be made between the sexes in the matter of curriculum. Housecraft is, however, regarded as the most important branch of instruction for girls.

53. Satisfactory conditions of service should be established for women teachers.

54. Suitable buildings and equipment should be provided for girls' schools. The present practice of supplying conveyances (*thelas*) should be abolished and it should be ruled that only buses should be used for this purpose. Where buses cannot be provided a maid servant should be appointed to escort girls to school. It should be clearly understood that Government is not to bear any expense for providing buses.

55. The Committee recognizes the educational value of co-education for children and recommends that co-education be permitted up to the age of 10 years in rural and up to the age of 9 years in urban areas. Co-education has much to recommend itself on financial grounds as well.

56. All efforts should be directed to employ a larger number of trained women teachers in Basic Schools. In the opinion of this Committee at least 25 per cent. of teachers employed in Basic Schools should be women. Amongst other things, the following measures should be adopted to attract women teachers for Basic Schools :

- (a) payment of higher salaries,
- (b) provision of free quarters,
- (c) employment of at least two women teachers at a time in a school,
- (d) employment of married couples as teachers in the same school,
- (e) award of more scholarships.

57. Every educational circle should have a full-fledged women teachers' training institution for training of women teachers for Basic Schools.

58. Attendance for six periods a week at children's clubs or kindergarten clubs or orphanages, as practical work in connexion with child management, should be compulsory for every girl in classes VI and VII of a Basic School as a part of the Domestic Science course. Even those girls who take some other craft should put in at least 6 periods of practical work along the above-mentioned lines as a part of the craft course.

V—Denominational Institutions

59. The Committee is of opinion that there should be, as far as possible, a uniform system of education for all communities. The Committee is convinced that the existence of segregate schools for special communities has actually accentuated their educational backwardness. It is also recognized that multiplicity of institutions adds to the financial burden. The Committee makes the following recommendations :

- (a) Islamia schools may be converted into Basic Schools.
- (b) As regards *maktabs*, *pathshalas* and other denominational schools it was felt that denominational institutions tend to create a feeling of estrangement among the different sections of the population which is prejudicial to the growth of a sense of common citizenship. But as this concession has been given and is cherished by the communities concerned, the Committee is not inclined to recommend their abolition. It is of opinion that such existing institutions be retained, but in the interest of the communities concerned as well as in the interest of the general educational progress of these provinces, they should be made as efficient as any other State schools, and that the syllabus that the Committee has

prescribed for Basic Schools should be introduced in the various classes of these institutions with pupils of corresponding age.

The courses of study should be so arranged that while preserving the peculiar features of the institution a boy finishing the course thereat should be able to join the next higher class of a Basic School.

Religious education given in these schools should not be enforced if objection is taken to it by the parent or guardian.

(c) The course of study in *maktabs* should be changed; while religious education may be retained for children whose parents or guardians do not object to it, the secular part of their education should be assimilated to that prescribed for Basic Schools so that transfers from *maktabs* to Basic Schools may be possible.

(d) All schools receiving aid from Government should be open to children of all communities. Schools which are not open to all should not be given grants-in-aid. But before withdrawing grants opportunity should be given to schools to open their doors to all.

(e) No new institutions which do not open their doors to all should be recognized. It is expected that under the changed conditions the present institutions will reconsider their policy and open their doors to the children of all communities.

(f) In the selection of areas for the introduction of compulsory education, care should be taken that such areas as are mainly inhabited by Muslims or depressed classes are not excluded.

(g) In the recruitment of teachers due care should be taken that Muslims receive a fair representation in the cadre of teachers employed and provision is made for the teaching of Hindustani with Urdu script for the benefit of Muslim boys and girls.

60. Since the question of imparting religious education involves a question of State policy, the Committee has decided to leave the matter to the decision of Government.

VI—Examinations

61. The Committee is of opinion that examinations do not furnish an adequate measure of the achievements of pupils and that they are not tests of skill or capacity.

62. The Committee, therefore, recommends that efforts should be made to devise more valid and reliable tests. "Intelligence Tests" which yield more objective and more valid tests should, therefore, be designed. They cannot, however, be accepted as complete substitutes for the traditional examinations.

63. The following proposals are made in regard to promotions and examinations in Basic Schools :

(1) Promotion from class to class should be decided by the teachers of the school. Promotion to a higher class should not be withheld as far as possible. A periodical, say monthly, check-up of the pupils' work should be made by the teachers.

(2) At the end of the fifth year of the Basic School an intelligence, attainment and aptitude test should be conducted by the teachers under the direction of the supervisory staff. The test should be so conducted as to be helpful in ascertaining the natural inclination of the pupils. On the results of the test, advice should be given to students, to help them in the choice of studies in the higher classes in colleges, provided, however, that the record of the afore-said test shall not prevent a student from taking up a course different from the one for which the test has declared him to be fitted; nor shall he be ineligible for sitting at the entrance examination prescribed for admission to a college.

(3) At the end of the seventh year there should be another similar test, but all students who have regularly attended a course of seven years should be given a certificate to that effect by the school countersigned by a supervisory officer of the Education Department. This certificate should show the quality of the pupil's attainment in the course and subjects of the curriculum as well as in extra-curricular activities.

(4) During the course of each year, however, an administrative check of the work of the schools in a prescribed area should be made by the supervisory staff of the Education Department. In this connexion it would be advisable to explore the possibility of taking sample measurements of the attainments of selected groups of students. This check should be devised by specialists in close consultation with the committee that may be set up to deal with the curriculum.

64. The following recommendations are made in regard to examinations in Colleges :

(1) There should be a college examination at the end of the fourth year (i.e. of pupils aged 16) in all colleges.

(2) The examination at the end of the college course should be conducted by the Provincial Board of Education.

(3) The rules laid down about promotion from class to class for Basic School classes will apply, as far as possible, to all classes in colleges, except the fourth.

(4) Examinations will include written papers and oral or practical tests according to the nature of the subject. Specimens of the work done in each subject by a student in the class under the

supervision of the teacher, the record of the work done in the year and the recommendation of the teachers may also be taken into account when declaring the result. Undue emphasis should not be laid on written papers.

(5) The colleges will have the option to hold an entrance examination at any stage they like.

(6) There should be established a Bureau of Examinations and Tests under the Department of Education with specialists to construct Intelligence and Attainment tests.

VII—Training of Teachers

65. There should be two types of professional colleges for the training of teachers : one for teachers of " Basic Schools " and the other for those of " Colleges ".

66. The course of training for teachers of Basic Schools should be of four years. The minimum qualifications for admission should be :

The diploma of a Basic School, or the completion of the first two classes of a College.

In the transitional period :

(i) candidates who have passed the Vernacular Final or High School Examination may be admitted to class I,

(ii) candidates who have passed the Intermediate Examination and graduates may be admitted to class III, and

(iii) candidates who have passed the High School Examination with any one of the following subjects may be admitted to class II :

General Science, Agriculture, Rural Economics, Commerce, Drawing, Civics, Music, Spinning and Weaving, Domestic Science and Manual Training.

67. The course of training for teachers of Colleges should last for two years. The minimum qualification should be the diploma of a College established under the scheme proposed by this Committee. Concessions may be made in the case of persons who join with a specialized qualification in education. In the transitional period graduates of a recognized university or of any other institution of university status may be admitted. Pupils who have finished the course of training for teachers of Basic Schools may also be admitted to this college.

68. All Government Normal Schools and Central Training Schools should be converted into training colleges of the first type and the four existing training colleges to be converted into training colleges of the second type. The number of colleges of each type to be maintained should be regulated by the needs of the Department.

69. The present one year's course in training colleges for graduates should be modified so as to provide for a course of two years.

VIII—The Selection and Supply of Text-books

70. The present text-books should be revised and changed where necessary. They should be brought in accord with the spirit of the times and the new ideals of education.

71. The following procedure is recommended for the preparation, selection and publication of text-books for " Basic Schools " and " Colleges ":

(1) Government should get a synopsis of the book which it desires to have written, prepared by specialists. Alternative synopses might be obtained from independent authors by advertisement in the Press and the best of them accepted.

(2) The approved synopsis should be published and authors should be invited to write text-books in accordance with it. Substantial prizes should be announced for books selected. Authors should be asked to submit to Government manuscripts in type scripts. Books already published may also be submitted. Distinguished authors may, in special cases, be commissioned to write books or portions thereof.

(3) Government should nominate a committee to approve and revise the synopsis and text-books submitted by authors.

(4) After approval the books should become the property of Government and should be sent to a board of editors who will prepare the manuscript for the Press, but will not have the power of revising the book. This Board will advise the authors on the subject of pictures, drawings and illustrations to be incorporated in the book and will suggest the most suitable form in which the publication should be presented.

(5) The Government should offer the approved manuscripts to publishers, in lieu of a royalty to be shared by the Government and the author, guaranteeing the publisher a monopoly for a fixed number of years. This period should, however, be as short as possible. The prices of books should be fixed by the Government allowing a fair rate of profit to the publisher.

(6) Government should, from time to time, arrange for a thorough and exhaustive examination of the language and subject-matter of the books prescribed.

72. To facilitate the preparation of suitable text-books for use in schools and of other books for the use of teachers a central pedagogical library should be established at a place to be decided by the Department. The library should contain :

(1) an up-to-date collection of text-books in use in primary and secondary schools of the United States of America and the principal European countries;

(2) a collection of books and periodicals dealing with the subject of education; and

(3) a collection of all school text-books and other books for juvenile readers published in the Indian languages.

IX—Control of Education

73. The Committee is of opinion that vernacular education has suffered a great deal as a result of the present dual control. At the inception of far-reaching reforms in education it is further necessary that the administrative control of primary and secondary education should vest in a central authority.

74. The Committee recommends that there should be established a central education authority to be called the Provincial Board of Education. The Provincial Board should have two auxiliary boards, one for Basic Education and the other for College Education. These auxiliary boards will be under the control of the Provincial Board. The auxiliary boards should have the authority to appoint advisory committees. The Provincial Board of Education will communicate its decisions to the Hon'ble Minister of Education who will issue orders to the Department. The final authority will rest with the Minister of Education.

75. The functions of the Provincial Board should be as follows :

(1) To advise the Hon'ble Minister of Education on financial matters connected with education.

(2) To frame rules for cadres and services and to revise the Educational Code.

(3) To lay down curricula, to conduct examinations and grant certificates and diplomas.

(4) To prescribe rules and approve allotment of grants-in-aid.

(5) To devise methods of enforcing compulsion and select centres for introducing compulsory education.

(6) To call for reports from the Department.

(7) To make provision for the training of teachers and of the inspecting staff.

(8) To advise the Hon'ble Minister of Education on educational matters including questions of policy.

(9) To prescribe the conditions of service in all educational institutions that may be placed under the jurisdiction of the Board.

(10) To consider appeals against orders of dismissal or discharge of teachers.

(11) To prescribe books and to arrange for their preparation, selection and publication.

(12) To set up sub-committees for specific purposes and to perform any other duties that may be entrusted to it by the provincial Government.

76. The following constitution is recommended for the Provincial Board of Education :

(1) The Hon'ble Minister of Education (*Chairman*).

(2) The Parliamentary Secretary to the Hon'ble Minister of Education (*Vice-Chairman*).

(3) The Director of Public Instruction, United Provinces (*Secretary*).

(4) The Chief Inspectress of Girls' Schools, United Provinces.

} *Ex-officio* members.

(5) Two Vice-Chancellors by rotation.

(6) Four members of the Provincial Legislature to be nominated by the Government.

(7) Five educationists, one of whom should be a woman, to be nominated by the Government.

77. The auxiliary board for "Basic Education" should deal with the allotment of funds for various areas, the selection of books, the preparation of curricula, and with proposals regarding the introduction of compulsion. It may call for inspection reports, give advice on training of teachers, and submit its views on all matters regarding the revision of the Educational Code.

78. The auxiliary board for "College Education" should deal with all the functions enumerated above in respect of college education with the exception of compulsory education.

79. The following constitution is recommended for the Board of College Education :

There will be 16 members including the Chairman :

(1) One Circle Inspector of Schools.

(2) The Personal Assistant to the Chief Inspectress of Girls' Schools, United Provinces.

(3) Two members of the Provincial Board of Education to be elected by it.

(4) One Lady Principal.

(5) One Principal of a Boys' College.

(6) One Principal of a Technical College.

(7) One Manager of an aided College.

(8) The Assistant Director of Public Instruction, United Provinces.

(9) One Principal of a Training College.

(10) One Principal of an aided College, provided he is a member of the United Provinces Secondary Education Association.

(11) Five educationists, including three from the teaching staff of the Universities, to be nominated by the Hon'ble Minister of Education.

(The Assistant Director of Public Instruction, United Provinces, to be the Secretary.)

80. The following should be the constitution of the Board of "Basic Education" :

There will be 15 members including the Chairman :

(1) One Circle Inspector of Schools.

(2) One Inspectress of Girls' Schools.

(3) Two Headmasters.

(4) One Headmistress.

(5) One Headmaster of a Normal School.

(6) One Headmistress of a Normal School.

(7) The President of the United Provinces Secondary Education Association.

(8) The Deputy Director of Public Instruction, United Provinces.

(9) Two members of the Provincial Board of Education elected by it.

(10) Four educationists, of whom two are to be experts in handicrafts, to be nominated by the Hon'ble Minister of Education.

(The Deputy Director of Public Instruction, United Provinces, to be the Secretary.)

81. The Chairmen of both the auxiliary boards will be nominated ~~by the Government and the Provincial Board~~ by the Provincial Board, will be similarly nominated.

X—Miscellaneous

(i) STAFF IN RECOGNIZED (NON-GOVERNMENT) INSTITUTIONS

82. (i) Paragraph 150(f) of the Educational Code and paragraphs 10 and 11 of the Teachers' and Headmasters' agreement forms should be deleted. In paragraph 7 of the form of agreement of teachers, in the fourth line, after the word "notice" the words "subject

to the approval of the inspector of schools" should be added; and the following new sub-section (v) should be added to paragraph 7 :

"When the teacher has been confirmed, the committee may terminate this agreement in case of general retrenchment decided for reasons of financial stringency and approved by the Department, or in case of abolition of a subject, or in case of a necessity having arisen for making provision for a life member, by giving the teacher two calendar months' notice in writing to take effect from the eighth day of the succeeding month or by paying to the teacher a sum equivalent to twice the monthly salary which the teacher is then drawing."

(ii) The Inspector of Schools may, in such a case, arrange for the appointment of the teacher in another recognized (non-Government) institution, with the concurrence of the managing committee concerned.

(iii) A list may be maintained for the purpose and the Inspector concerned may also help to find employment for such teachers as have been dismissed under the new sub-clause (v) of paragraph 7 of the form of agreement outside his circle as well.

These conditions of service should be mentioned in paragraph 150 of the Educational Code and made applicable to all teachers irrespective of their date of appointment.

83. Paragraph 152 of the Educational Code should be substituted by the following :

(1) The headmasters and the principals of recognized institutions are not allowed to take up private tuitions.

(2) Permission to undertake private tuition should be sparingly given in the case of teachers who draw a monthly salary of Rs.100 or more.

(3) In the case of teachers drawing a monthly salary of less than Rs.100, the previous permission of the manager is required.

(4) In the case of teachers serving under a district or a municipal board, the previous sanction of the board and the approval of the Inspector are required.

(5) Permission to undertake private tuition of a scholar reading in a class taught by the teacher should be sparingly granted and only for very special reasons which should be recorded.

84. The Committee also recommends—

(i) The fees and other income of a College or School should be deposited in a recognized bank or banks, where such facilities exist and in such a case teachers should be paid direct by cheques.

(ii) Definite rules should be made by the Education Department for the appointment and removal of managers and for the constitution of the managing committees.

(iii) The managing committee should include—

(a) at least two nominees of the Government,

(b) at least one representative of the teachers elected by the teachers of the institution,

(c) at least two representatives of parents and guardians,
and

(d) the Headmaster or the Principal *ex officio*.

(iv) In case of continued mismanagement by the managing committee the Department may take away such of its powers as may be deemed necessary for the proper management of the institution for such a period as may be determined by the Department.

(v) Qualifications for membership of the Committee and its powers should be definitely laid down by the Department.

(vi) A uniform set of leave rules should be framed and enforced in all institutions.

(vii) The existing rules of grants-in-aid should be revised. The award of grants should depend on the enrolment, quality of work, expenditure and the acceptance by the institution of the principle of non-discrimination of caste, creed, religion or race in the matter of admission of students and of permanent appointment of teachers and other members of the staff.

(viii) All aided and recognized institutions must annually submit accounts audited by qualified auditors.

(ix) A minimum scale of pay should be prescribed by the Government for teachers and the clerical and inferior staff of recognized (non-Government) institutions.

(x) Appointments to all teaching posts should be made from the register of trained teachers maintained by the Provincial Board of Education. Appointment of teachers whose names are not on the register should be made only with the approval of the Inspector of Schools.

(xi) The managing committee shall not have the power to discharge or remove a teacher without the previous sanction of the Inspector of Schools. The aggrieved party, however, shall have the right of appeal to the Provincial Board of Education.

(xii) In line 2 of clause 15 of the form of agreement for teachers, the words "dismissal, discharge, or" should be omitted.

(xiii) The clerical establishment of recognized institutions be brought within the purview of the rules of the Provident Fund

and be entitled to same security of service as teachers and the inferior services of these schools be entitled to gratuity, rules for which may be framed by the Department, and have the option to contribute to the Provident Fund. Rules should also be framed by the Department providing necessary leave to clerical and inferior establishment.

The above should also apply to the matrons and nurses of girls' institutions.

85. As regards private work to be undertaken by the teachers, it is recommended that the existing clause 4 of the form of teachers' agreement given in the Educational Code be partly amended and in future teachers must obtain the permission of the manager on the recommendation of the head of the institution before undertaking any work or occupation outside school hours. Such permission may be granted if the manager is satisfied that it will not interfere with the due and efficient discharge of his school duties, including prescribed extra-curricular activities, under the agreement, and will not otherwise be detrimental to the interests of the institution.

(ii) CIVICS

86. A text-book in civics should be prepared on the lines of the syllabus appended (*vide* appendix V) at the earliest possible date and prescribed for the last two classes of the existing vernacular middle and high schools.

(iii) DISCIPLINE

87. The Committee is of opinion that the present discipline in schools and colleges is of an authoritarian character. The Committee is of the view that discipline should not be imposed from above but should come from within. Corporal punishment should be abolished and coercive methods should not be used to repress the child and exact passive obedience from him. The authoritarian discipline should be replaced by a new code of discipline which may be conducive to the harmonious growth of the faculties of the child and may be helpful in developing the conscious discipline in him. It should be realized that in order to inculcate intelligent discipline in children there must be full co-operation between all the factors bearing on the child's life—the school, the home, the educational and economic factors. Pupils' self-governing councils should be formed to assist the headmaster in the observance of rules and their co-operation and assistance should be sought in maintaining discipline in schools. Young children should be entrusted with responsibilities in well defined spheres of school management and other activities. Full scope should be given for the release of their reactive energies and they should be trained for responsibility

and leadership. Extra-curricular activities should be encouraged and they should form an integral part of the school or college life.

While the Committee prefers freedom to repression, it does not, however, suggest that child should be released from all sorts of restraint or control. The Committee hopes that the object will be achieved by offering proper guidance by the influence of the personal example of the teacher and a judicious and loving treatment of the child.

88. The Committee approves of the new rule that has been formulated by the Department that corporal punishment should be abolished. It is also agreed to that new methods should be devised to keep discipline in institutions.

89. The Committee also recommends that freedom to hold opinions and express them should not be stifled. There should be no restriction on students joining external associations and societies run and organized mainly by students for the purpose of advancing the general interests of the youths but the permission of the headmaster or the principal should, however, be required in the case of a student wishing to join any other organization. It should, however, be understood that students below the age of 18 can in no case be permitted to become members of a political organization. There should be no restrictions on students, even resident students, in the matter of attending public meetings, provided such attendance does not involve infringement of hostel rules.

(iv) FUTURE OF EXISTING INSTITUTIONS

90. As regards the future of the present primary, vernacular middle and high schools and intermediate colleges, the following recommendations are made :

The Government should immediately undertake a survey of its educational requirements and chalk out a detailed programme of educational expansion as well as of the conversion of the present institutions into Basic schools and colleges of the types suggested by this Committee. A twenty years' programme should be drawn up to provide Basic education to the entire population of the province (from 7 to 14 years of age), to liquidate adult illiteracy and to provide the required number of colleges. The present vernacular and anglo-vernacular middle schools should be converted, as soon as possible, into Basic schools, and the present intermediate colleges into Colleges of the type suggested by the Committee. The present high schools should either be converted into Basic schools or into Colleges of the new type within a period of 7 years.

INTERIM ARRANGEMENTS

91. The following steps be taken to give immediate effect to the scheme :

(1) the new syllabus of Basis education should be introduced, as early as possible, in classes I and II of vernacular schools for boys and girls, classes II and III of anglo-vernacular schools and classes I and II of anglo-vernacular girls' schools.

(2) the new syllabus of class I of the proposed Colleges of Sciences and Languages should be introduced in class VII of anglo-vernacular schools for boys and girls.

(3) The syllabus of classes III, IV and V of vernacular schools and IV, V and VI of anglo-vernacular schools should be so revised as to bring it nearer to the syllabus of the corresponding classes of the Basic schools especially by introducing some craft activity and practical knowledge of civics as indicated by the syllabus of Basic Schools. Time for this may be found out by decreasing emphasis on English.

(4) The recommendation already made regarding co-education and the employment of women teachers in Basic Schools should apply equally to existing schools teaching the same standards.

(5) Boys who have passed the vernacular final examination should be admitted to class I of the proposed Colleges taking the new syllabus.

(6) The colleges should lay more emphasis on the extra-curricular activities proposed by the Committee and should also try to organize popular lectures on subjects of general knowledge on the lines of the new syllabus.

(7) Pending the establishment of new schools and the transformation of old schools into schools of the type suggested by us, instruction in a handicraft should be made compulsory for all pupils in the existing schools.

(8) Private agencies desiring to start schools on new lines, and in the opinion of the Department, competent to do so, should be liberally supported by the Government in running such schools, as an experiment. The Department should be kept informed of the progress of the work.

(v) ESTABLISHMENT OF A CENTRAL PEDAGOGICAL INSTITUTE

92. A central pedagogical institute should be established at a place to be decided by the Department. A library should be attached to the Institute which should contain :

(1) An up-to-date collection of text-books in use in primary and secondary schools of the United States of America and principal European countries ;

(2) A collection of books and periodicals dealing with the subject of education; and

(3) A collection of all school text and other books for juvenile readers published in the Indian languages.

The library should be of the circulating type so that members residing at a distance from it may also take advantage of it. A reading room should be attached to the library.



सत्यमेव जयते

NOTE

BY

Mr. R. S. Weir, M.A., B.Sc., C.I.E., I.E.S.

IN signing this report I desire to add my personal views on a few points :

(1) I am somewhat sceptical of the educational value of this elementary craft when it becomes a subject of compulsion for hour after hour, week after week, month after month and year after year. I am persuaded that monotony will ensue and no teacher, however clever, will be able to endow this monotonous task with educational advancement after the initial interest has disappeared. It is essential that various crafts and not one single craft be taught to avoid this monotony.

(2) The scheme must start at 6 instead of 7 years. The parent in India is so poor that he needs the little income which his boy can earn at the earliest possible time. Hence we should start our schooling at 6 and work to 11 in the first instance, making this compulsory, and endeavour to fill in these years with such instruction as will be helpful to the boy when he leaves the school, and I include the craft in this instruction. The years beyond 11 may be added one by one to the compulsory stretch when India has made an educational advance. It is sufficient to my mind to begin with a compulsory period of 5 years.

(3) The scheme provides no positive deflection of our young men from the gates of the University. With the existing number of Intermediate colleges the pressure for admission to the universities increases every year and I have pointed out in my report that the outturn of University students is far greater than the capacity for absorption by these provinces. The multiplication of Intermediate colleges which is implicit in this scheme will still further add to the drive into the University and is, therefore, a retrograde step. I attach little importance to the creation of technical schools as a palliative for this trouble. Definite action is required deflecting these young men from the University.

(4) A simple calculation shows that the cost of universal compulsory education for all boys and girls for 7 years will cost some Rs.9 crores per annum, a sum which cannot be found at present. The scheme, therefore, should be confined to compact areas and it is essential that before the scheme is launched in an area the whole of the future of the scheme should be carefully worked out including the integration of this scheme with that current in other parts of

the district, the training, pay and promotion of the teachers employed and the examinations which will be required of the children taking the Basic Scheme alongside of those not so doing.

R. S. WEIR.

9th March, 1939.



सत्यमेव जयते

MINUTE OF DISSENT

BY

Mr. J. C. Powell-Price, M.A., I.E.S.

OWING to my absence from India on leave I was unable to be present at the meetings of the Committee at which the report was formulated. I cannot, therefore, accept all that is said; there is much which I should have resisted had I been present, but with the scheme of Basic Education in its broad outlines I am in agreement as it is in its essence a recognition of modern ideas of the essential unity between learning and doing.

2. I am, however, unable to accept much of the details of the syllabus suggested but I am assured that it is only a suggestion and not definitive. I do not agree with the detailed syllabus in Civics which is both too advanced for the lower classes and is also tendentious, representing the views of one school of political thought only.

3. I am fundamentally opposed to the proposal to begin state education from the age of seven as this would entail leaving out the most formative and impressionable age of childhood. Six is the latest age at which state aided education can begin and it is a confession of a failure to deal with the problem to say that this period must be left to private effort.

4. Attached* is a brief note on the syllabus as printed.

J. C. POWELL-PRICE.

11th March, 1939.

*Vide pages 152 and 153.

Note on Syllabus

THE syllabus shows signs of having been hastily thrown together without due attention to details and in many cases shows little comprehension of modern methods or of what is actually within the compass of children in the different classes.

The syllabus in Agriculture may be accepted.

With regard to syllabus in Spinning and Weaving it appears a mistake to confine the process to Spinning alone in the early classes. Weaving should be introduced much earlier than it is at present and correlated with the teaching of pattern and design in art. Weaving is indeed specially suitable for correlation with art and this should be encouraged. In England, weaving in different mediums which includes straw plaiting, mat making and so forth is taught in the earliest classes. The syllabus given is much too materialistic and insufficiently aesthetic. The nomenclature "Card board" is unknown to any system of education in the world. The whole section should be called handicrafts and it must be correlated with art and not separated into separate compartments in this way. Book-crafts present the best correlation of art and handicraft and it is book-craft together with illustrative work in social studies which is required. The mere enumeration of objects to be made as in the syllabus for Woodwork is quite insufficient. Processes and manipulations are required and the whole syllabus needs to be re-written.

Hindustani syllabus

The syllabus is far from satisfactory. It is even less advanced than the present syllabus in the infants classes. The same applies to the syllabus under Class II. Class III is also too simple.

Class V is too late for the introduction of the second form script.

Mathematics syllabus

Class I is too elementary and much too old fashioned. It appears to ignore all modern methods of teaching of numbers.

History syllabus

The syllabus in History assumes as established many things which are only matters of opinion or conjecture and in its early stages considering that it is meant for Class V requires considerable simplification. The whole syllabus attempts too much and as it reads is more suitable for the B.A. than for this stage.

Under Social Studies, Class IV(1) Studies of Man's Geographical Environments, the absence of local surveys is noticeable as this is already provided for in the Department's existing syllabus.

Under Class VII, The Study of the Modern World, the emphasis on imperialism and exploitation is merely imposing one view of world history upon the students. Any undue emphasis is to be deprecated.

Syllabus of Civics

It does not seem necessary to put this in the report at all. It is an expression of one point of view alone and it is definitely tendentious. I am unable to subscribe to the syllabus.

11th March, 1939.

J. C. POWELL-PRICE.



सत्यमेव जयते

MINUTE OF DISSENT

BY

Mr. Brahma Swarupa, M.A.

THERE are two points with findings on which I do not agree :

1. Recently the power of heads of Anglo-Vernacular institutions under paragraph 96(r) of the Educational Code was taken away by deleting the word "caning" from the list of punishments. The Committee has upheld the said deletion, I do not agree. I have been a teacher and a headmaster or a principal and have used caning very rarely in fact not once in connection with the teaching work and as an administrator also on very few occasions. But I feel that during the short period elapsed since the taking away of this power, state of affairs in schools and intermediate colleges has much deteriorated. This is not my view alone but the view of a number of experienced heads of institutions. I agree with what has been said in the report under the head "Discipline", still knowing the actual conditions prevailing in the schools and much more at the houses of pupils, I am strongly of opinion that the heads of institutions should have the power of caning in extreme cases. The mere existence of the power in para. 96(r) was sufficiently deterring. I know also that the power was rarely abused and I do not see any justification to take it away. I wonder if that is the case in any other country.

In actual practice it is found that there are always some boys, though I admit that their number is always very small, who are amenable to caning only and if they are permitted to go uncorrected they vitiate the atmosphere of the whole school.

2. I do not agree with the Committee in eschewing religious instruction altogether. I believe in moral education combined with religious. I will include under religious education essential principles of all religions which are not very different from each other. This kind of education should teach a pupil not only to understand his own religion but to have a reverence to other religions. It is want of proper religious education, whose place is taken by bigotry inculcated at homes under the belief of that being true religion, which is responsible for much of hatred and trouble between various communities. I believe the only remedy to undo the effect of wrong religious education at home is to give correct religious training in schools and to bring up future generations as God-fearing men and women, having reverence for all the religions. I admit there are difficulties in making arrangements for religious education, but the difficulties should not shake us from doing the right thing.

BRAHMA SWARUPA.

12th March, 1939.

MINUTE OF DISSENT

BY

Molvi Nizam Uddin Hasan Nizami

PARAGRAPHS 1, 2 and 3 of Chapter VIII give a brief history of *maktabs* and Islamia schools introduced under the Meston Scheme. The Committee recommends that Islamia schools be converted into Basic schools and *maktabs* be retained and allowed to impart religious instruction. It is not clear whether the savings resulting from the conversion of Islamia schools will be utilized on development or extension of *maktab* scheme or otherwise.

I am of opinion that these savings should go to *maktabs*. The Hon'ble Minister of Education approved this idea in his speech on the 4th April, 1938, in reply to the late Khan Bahadur Molvi Fasih Uddin's motion regarding enforcement of the resolution of Muslim Educational Conference of 1934.

I may add that the conversion of Islamia schools into mixed schools would mean that savings resulting therefrom might go towards development and extension of Basic education through the *maktab* scheme.

2. *Maktabs* will henceforth follow to a very considerable extent the syllabus of the Basic schools while retaining their specific characteristic. They will impart religious instruction under restrictions laid down by para. 13. But for all practical purposes they will become a part and parcel of the Basic scheme of education and pupils going out of the *maktabs* will be able to join the Basic schools in the corresponding class of the latter. Under these circumstances any limitation on their number will be quite illogical.

For these reasons I find myself unable to agree with the recommendation that only existing *maktabs* be retained. I support the retention of the entire *maktab* scheme with the agencies of its supervision brought into existence under the Meston Scheme, that is to say, the Provincial Muslim Education Committee and Special Text Book Committee. Inspectors and deputy inspectors of Islamia schools should continue to function as hitherto.

Maktabs being aided institutions, the Government will be achieving good results at a small cost. They will attract the wards of such guardians as believe religious instruction to be an integral part of education. Through their retention the Committee has safeguarded the sentiments of religiously-minded community of these provinces.

Under these circumstances any restrictions or limitation on their future development will not be justified. To my mind savings of the

Islamia schools will be most profitably spent on the promotion and development of *maktab* scheme. It has been rightly suggested in the report that efforts should be made to raise the efficiency of the *maktabs*. A well-thought out scheme for the training of teachers in the *maktabs* will, I feel, go a long way to raise efficiency.

3. It was pointed out to the Committee that conversion of Islamia schools will further reduce the already meagre representation of Muslims in teachership. Paragraph 16(1) was added to assure fair representation. I think it will be in the fitness of things to make this point clear by laying down that 30 per cent. of teachership will be given to Muslims as demanded by Provincial Muslim Educational Conference.

4. The report is still silent about the retention and abolition of the posts of Inspector of Arabic Schools, nor does it exempt scholars of Arabic Madrasas such as Nadva, Deoband, etc., from the attendance of Basic schools. The Hon'ble Minister of Education mentioned these *madrasas* in his speech on 4th April, 1938 and said that the Government would take a keen interest in them.

I will, therefore, suggest that the Inspector of Arabic Schools be retained to supervise Arabic education and students of Arabic *Madrasas* be exempted from the attendance of Basic schools.

5. The problem of religious instruction in Government and aided Anglo-Vernacular schools deserves no less attention. The Committee did not arrive at a definite conclusion and left it for the Government to decide on the ground that it involved a question of State policy.

In my opinion the Government will be well advised if they provide all possible facilities for imparting religious instruction. The present state of affairs, at least, should be maintained.

NIZAM UDDIN HASAN.

13th March, 1939.

सत्यमेव जयते

Minute of Dissent

BY

(1) Nawab Mohammad Ismail Khan, B.A. (Cantab.), Bar-at-Law, M.L.A.

(2) Begum K. Aizaz Rasul, M.L.C.

(3) Mr. Mohammad Faruq, M.Sc., M.L.A.

We are in agreement with the recommendations embodied in the report. We are appending this brief note merely with a view to making our position clear on certain matters :

1. We are emphatically of the opinion that the present rule about making suitable arrangements for religious instruction and observances in the State and aided school buildings should not be abrogated. Muslim public opinion insistently demands that arrangements should be made for imparting religious education side by side with secular education. We are glad to state that in deference to the wishes of the Muslim members of the Committee, the Committee agreed to leave the decision of this matter to the Government. We hope that the Government will pay due regard to the strong sentiments of the Muslim Community on this subject.

2. We are also of the opinion that from the syllabus of Hindustani suggested for Class III books containing the life stories of great religious benefactors and prophets should be removed as they are likely to lead to misunderstandings. These life stories of the prophets would probably be written in a manner which would not satisfy the followers of those faiths and they would not thus emphasize those features which the followers of the particular prophet desire to lay special stress on.

3. We would also like to emphasize that on the Committees set up for the preparations of text-books, and framing of syllabuses, Muslim writers and teachers should be adequately represented.

4. In our opinion the syllabus of Civics requires re-examination so as to make it acceptable to Muslim public opinion. It lays too great a stress on particular methods and tendencies of the Indian national movement.

5. While we agree with our colleagues that the punishment of flogging should not be inflicted on the students as a rule, yet we can imagine cases of flagrant moral delinquencies in which flogging alone

would be an adequate and effective punishment. We, therefore, think that the right of inflicting this punishment in special cases should be retained by the heads of the institutions.

MOHD. ISMAIL KHAN.
(BEGAM) K. AIZAZ RASUL.
MOHD. FARUQ.

14th March, 1939.



सत्यमेव जयते

Minute of Dissent

BY

Shri R. S. Pandit, Bar.-at-Law, M.L.A.

It is recommended in the report that two scripts shall be taught compulsorily in the Basic School. I submit that for compulsory literacy the State should give to the learner the choice of script in which he or she prefers to be literate. The State should not compel the pupil to learn scripts he or she does not desire to learn. I am of opinion that one script only should be compulsory and the pupil, his or her parent or guardian, should have the choice to decide which that script should be.

R. S. PANDIT.

18th March, 1939.



Minute of Dissent

BY

Mr. S. P. Andrews-Dube, M.A., L.T.

I HAVE not been able to see eye to eye with the majority of my colleagues on one or two points.

1. The Committee has not considered the question of cost to the Provincial exchequer and the community which is involved in their recommended scheme of new education. I take it to be a serious omission. I have not got in my possession data for calculating fairly accurately the cost which the tax-payer will be called upon to shoulder when the recommended scheme is in full operation, but judging broadly, I estimate the cost of introducing free and compulsory Basic education to all the boys and girls of the United Provinces between the ages of 7 and 14 to be well over Rs.12½ crores. On the basis of the Committee's recommendation that the period of Basic education study is to extend over seven years, I reckon that 20 per cent. of the total population of the Province will be at school in the seventh year from the time the new scheme of Basic education is inaugurated. This means that with a population of over 50 millions in the United Provinces, approximately 10 million boys and girls will be under instruction in Basic schools. Taking the present average cost of education in primary and middle schools per pupil at Rs.12-10 per year (*vide* pages 26 and 27, Tables XXIV and XXV of the Report) as the basis, the cost of Basic education alone, not reckoning the expenditure on what the report calls the "College" education, will amount to over Rs.12½ crores. The Committee's recommendations contain that pre-basic education should be encouraged by the Government. What this pre-basic and the next higher grade i.e., the College education will cost the tax-payer, I have no idea. All this is besides the existing expenditure on the University education. The sum total of all expenditure on education as a whole will easily exceed the present total revenues of the Government of the United Provinces. In writing this brief note on the financial aspect of the proposed education reform, I have no intention to create prejudice against the scheme which we have recommended and which must be judged on its own merits or causing any alarm in any section of the people. My purpose solely is to see that this weighty matter of cost to the public exchequer must not be ignored when the Committee's report is under examination.

2. Another point on which I differ from the majority of my colleagues is concerning the vital and delicate matter of how to maintain discipline in schools. The majority of my colleagues are advocates of total abolition of corporal punishment—an ideal, the consumption of which all of

us wish for, but for which, in my opinion, time is not yet come. No one favours flogging of students today as it existed in the boyhood days of the members of the Committee. That is happily a thing of the past. But has the time arrived for its complete abolition? Since April, 1938, corporal punishment has been banned in the schools of the United Provinces. With what effect? I understand, that frequent complaints have reached the high educational authorities of the Province of the difficulties following their order, which are being faced by head masters in keeping proper discipline among their boys. School atmosphere, surcharged as it is at present with the spirit of strikes on all sorts of excuses, genuine and imaginary, has been further vitiated by the latest action of the Education Department, viz., abolition of corporal punishment. I submit that within certain well-defined limits, heads of institutions should have authority to inflict punishment of the cane on the boys, for I believe, time has not yet come when can entirely be ignored the proverbial truth "Spare the rod and spoil the child."

3. Further, the recommendations contained in the last paragraph of the section "Discipline" are conveniently vague. The Committee is of opinion that students should have "freedom to hold opinions and express them". Express them where, I ask. If they are to express them in their own debating societies or literary clubs, I agree with my colleagues; but if they mean to allow students to express political opinions on public platforms and join issues with their elders in day-to-day political or communal controversies, I strongly differ from them. Then, the Committee sees no harm in letting students join external associations run for the ostensible purpose of "advancing the general interest of the youth". What are these general interests of the youth? The report is discreetly silent on this point. I will extend to students the privilege of joining only those organizations which aim clearly at the promotion of their intellectual and educational interest and not any others. I see danger to their future in this. Again, the Committee by implication recommends students over 18 years of age to become members of political bodies. To allow immature minds participation in hectic political or communal activities is to divert seriously their developing minds from their legitimate duty of study to other channels and cause thereby gross injury to future national interest. I hold that no students, not even those of the University, should have any direct share in the fortunes of any political party or communal organization.

4. The report covers such a vast field that unanimity on all issues was impossible, but I must say that in Acharya Narendra Deva, we had an ideal Chairman who allowed us perfect freedom of speech and tried his best that the Committee should arrive at a common mind on the questions before it. Regarding my colleagues it is a bare truth to say that our relationship remained throughout exceedingly cordial and happy.

S. P. ANDREWS-DUBE.

18th March, 1939.

Minute of Dissent

BY

Dr. Ram Ugrah Singh, LL.D. M.L.C.

I DEEM it necessary to state my own point of view in regard to some important matters of policy on which I regret I am unable to see eye to eye with my colleagues.

Limits of Compulsory Attendance

1. I am of opinion that the lower age for obligatory school attendance should be fixed at 6 not 7 as recommended by the Committee. I would welcome the recommendation of compulsory education beginning at the age of 7 if adequate provision were to be made, for the instruction of children up to the age of 7 in pre-school institutions. But, to use the words of my colleagues, "the State is not in a position" to make such provision "on a large scale", and the matter should be left to be tackled by "private agencies". I definitely see delay in the establishment of suitable arrangements for the early education of children and am strongly of opinion that until suitable arrangements in this regard are provided for it would be inadvisable to fix the lower limit of compulsory attendance at 7 and allow the child to remain at large until that age. Children of the poor, who are already handicapped in not having an environment comparable with that enjoyed by the well-to-do, will be further handicapped if education is started at 7 instead of 6 inasmuch as the well-to-do, unlike the poor, will make some sort of arrangement for the education of their children between the ages of 6 and 7. Further, in the matter of fixing the lower age limit of obligatory attendance we should take care not to fix it higher than the age of entry into school in other provinces, as this would affect adversely the candidates for Federal services from our province. I think we should fix 6, the present age of entry into school, as the lower age limit of compulsory attendance.

2. As regards the higher age limit of compulsory attendance our ideal should be to fall in line with those progressive countries which have compulsory education up to the age of 18 years which is "a natural border line between the dependant life of an adolescent and the self-supporting life of an adult." But financial obstacles render the realization of the ideal difficult at least for some time to come. We should congratulate ourselves if we are able in the near future to provide full-time compulsory education to all children between the ages of 6 and 13. Further extension of this seven years' period of compulsory instruction may be on a part-time basis in "continuation schools".

Education through Crafts

3. I recognize that in order to give to the pupil the intellectual and moral training that our civilization demands two things are necessary : the pupil should acquire knowledge as far as possible through his active participation in work and his work should be productive in the sense that it was something in the production of which he had exercised his initiative. And I am quite aware of the part that the handicrafts—I use the term in the widest sense to include all forms of handwork—must play in the education of the child. But I regret that I find myself unable to give my assent to the scheme of Basic Education in the form in which it is contained in the Report. My views on this point are given in the six succeeding paragraphs.

4. It is proposed that every child should receive instruction in a basic craft which is to be chosen with due regard to its educational value and to the environment of the child. I apprehend great difficulties in the choice of a basic craft in a large number of cases. I shall mention one or two instances. It will be difficult to make choice of a basic craft in cases of children of persons who eke out their existence by following more than one calling. The cases of *kumhars* and *mochis* in rural areas, who are not unoften agriculturists too, are instances in point. The cases of children of men in service in urban areas would present still greater difficulties in the matter of choice of a basic craft. The choice is bound to be more or less arbitrary in which case the craft chosen will have no pretensions to be “ Basic ”.

5. There may be a case for making gardening compulsory especially in the schools situated in rural areas ; but in spite of my predilection for *khaddar* I am unable to persuade myself to agree to spinning being made compulsory for every child. Whatever its other virtues the educational value of spinning on *takli* is practically negligible, nor can “ environment ” be stretched to support the introduction of compulsory spinning in schools. I believe that for the mental development of the child and for the acquisition of skill in the use of tools and materials in order to foster adaptability and resourcefulness which are generally the reasons given for the practice of school handicraft—the Committee could not recommend a worse handicraft. If we must have a compulsory craft even in the early years of a child’s instruction I recommend paper and cardboard work which offers a very fertile field for the training of children.

6. A perusal of the syllabus discloses that the scheme is too ambitious and is impossible of realization within the time allotted for the purpose. Further, the scheme by prescribing a fixed and rigid syllabus eliminates all scope for experimentation and thus militates against the principle of dynamic flow in education and commits the same error as the present system. The most objectionable part of the scheme of courses, however, is the syllabus in spinning. The child is to be regimented and drilled for spinning with objective standards laid down for achievement.

I shall quote from the report an instance or two—the syllabus abounds in such instances—to illustrate the point :

“It should be a matter of special attention on the part of the teacher that there should be no wastage of yarn (from breaking etc.) *from the very earliest stage* in the process of spinning whether on the *takli* or on the *charkha*. Ten per cent. wastage is, however, usually allowed (including 5 per cent. in carding), prices of yarn being calculated so as to cover this. *In any case, therefore, the wastage must not exceed this limit.*”¹

“The speed at the end of six months including winding should be $1\frac{1}{2}$ *lattis* (hanks of 160 rounds) of 10 counts yarn in three hours”.²

“The average daily speed for the six months should be $\frac{3}{4}$ *latti* of 10 counts yarn in three hours, i.e. the total production of 144 days will be 27 *goondis* (hanks of 640 rounds), weighing one *seer* six *chataks*.”³

It is apparent that the syllabus places too much emphasis on the mechanical side of the work and fails to appreciate the importance of the inner growth which is the result of creative effort. It appears to treat the child as an “adult in miniature”. A child of seven years is not yet out of the imaginative and self-expressional stages and only simple manipulative operations in handwork can be expected of him. I have no doubt that the syllabus will, instead of providing opportunities for the full expression of the creative, kill whatever little cheerfulness and optimism an Indian child possesses.

7. The recommendations of the Committee on correlation as contained in paras. 12, 17 and 22 of the report are not quite clear but I take it that what my colleagues have in view is the Herbartian scheme of correlation. Crafts will be the core or centre with which all other subjects are to be associated. Correlation as an idea has had its day and is no more a living idea.⁴ If reading is to be correlated to crafts, if songs are to be sung in respect of them, if drawing lessons are to represent crafts in their various forms and if history, geography and mathematics are to be connected with them, then education would be unduly restricted in its scope involving a serious menace to the intellectual well-being of the young.

8. It is recommended by my colleagues that for the first five years a child be educated through three crafts, two compulsory and one basic, which will reduce to two in those cases—and these will be many in number—in which the child offers either spinning and weaving or agriculture as a basic craft. This is unduly limiting “purposeful activity arising out of the child’s natural interests” and will not encourage the child’s creative impulses to the extent to which they ought to be encouraged. In the early stages of a child’s school life practice in a number of forms of

¹—Page 21-A of the Appendices.

² and ³—Pages 21-A and 22-A of the Appendices. This standard of achievement is insisted upon in the case of a child of seven years in the first six months of his school life.

⁴—Raymond Modern Education, pages 174-5.

handwork, e.g., paper and cardboard work, gardening, basketry, toy-making and clay modelling is desirable. I do not say that all these forms of work should be practised at any one time. But training in these forms of handwork at one time or another will secure the development of the child much better than practice only in the crafts sought to be made basic or compulsory. Early training in handicrafts should be confined to manipulations of materials, tool operations and constructive processes. Only at about the age of 11 or 12 should the child be required to pursue one definite craft. My proposal has all the advantages of the scheme of my colleagues but none of its disadvantages. By providing for practice in the early stages of a child's instruction in various forms of handwork the proposal ensures full scope for the free development of the individual child's aptitude and interests, and the requirement of the pursuit of a definite craft at a later stage will secure to the child the same skill in his particular craft as he would acquire in the basic craft under the proposed scheme of my colleagues. If it be argued that training for a shorter length of time cannot ensure the same skill as training for a longer time, this reasoning ignores the fundamentals of child development. In the early stages of school life the child gets only "a generalized aptitude, and not a *specialized skill in any one direction or in any one material*" and as he grows there is "gradual progression from manipulative to specific accuracy".² There can be no question of acquiring skill until the child's intelligence has reached that stage when it needs something particular to "bite at".

9. I am strongly opposed to the introduction of the scheme throughout the province without experimental verification, as it aims at a far-reaching reconstruction of educational practice. The Committee recommend immediate adoption of the scheme because " 'New Education' had been everywhere reconstructed on these principles which had passed beyond the stage of experiment". I do not know what countries my colleagues had in mind in making this statement. If the reference is to the increasing importance of handicraft and environment in the education of the child I think I am correct in saying that educational institutions of no country justify the statement. Even the Swedish "*arbetsskola*" and the German "*arbeitsschule*", which embody the most advanced ideas on the matter, cannot be said to subscribe to the principles underlying the scheme of education recommended by my colleagues. I am very doubtful about the success of the scheme if it is introduced in the form recommended by the Committee but I have no objection to its being given a fair trial in a few selected areas. Experimental verification is a necessary preliminary to its adoption throughout the province. The country is not in a state of war and education is the last place for momentous changes with far-reaching consequences without experimental verification. It is unwise to experiment with the children of the nation on a large scale.

¹ Board of Education : Handbook of Suggestions for Teachers, page 248.

² "The New Teaching", edited by Sir John Adams, page 345.

*Organization of Basic and Secondary Education*¹

10. My colleagues recommend the establishment of "Basic schools" imparting instruction on uniform lines throughout the course to children between the ages of 7 and 14. This recommendation, I am afraid, ignores the information that recent researches have made available about the physical and mental development of the child. It is maintained that children begin to differ from one another in a very marked way at about the age of 11 so far as certain natural abilities are concerned and the education of the adolescent from the age of 11—which may be taken to mark the end of childhood and the beginning of the processes of adolescence—to the attainment of puberty requires educational methods different from those of the period of childhood. The following passage from the Report of the Consultative Committee on the Education of the Adolescent, commonly known as the Hadow Report (1926) is relevant in this connection :

"We need not say more as to the desirability of beginning post-primary education at the age of 11, nor need we emphasize the importance, which is obvious, of making provision for the transfer of children in exceptional cases at a later age. It is necessary, however, to explain why we think that the most desirable course, though it will not often be possible for some time to come, is that children should pass to a new school at the age of 11. It is, briefly, that we desire to mark as clearly as possible the fact that at the age of 11 children are beginning a fresh phase in their education which is different from the primary or preparatory phase with methods, standards, objectives and traditions of its own. We want both them and their parents to feel that a hopeful and critical stage in their educational life is beginning in a school environment specially organized to assist it."

Proper recognition of the facts of physical and mental development of the child is responsible for the reconstruction of the educational systems of several countries on the following three principles: (i) a common primary school, (ii) a second step of intermediate education as a stage of psychological differentiation, and (iii) a senior step as a state of vocational differentiation.² The "Basic school" scheme, however, takes no notice of the growth and development of the child. The content, technique and the method of education are to continue to be the same throughout the length of the "Basic school" course, i.e. between the ages of 7 and 14 of the child. It appears to have been forgotten that the "Basic school" which will contain children of *very widely varying abilities*—this is bound to be the case with children between the ages of 11 and 14—will be handicapped in its work and the

¹ The Committee give the name of "College" to what is ordinarily called a "Secondary" institution. I do not agree with the suggestion.

² Hans : Principles of Educational Policy, pages 101—115.

attainments of those who have to remain in it till 14 will not in consequence reach a high enough standard. The improvement contemplated in the conditions, and in methods, of work in the "Basic school" will avail only to a limited extent. Further, the establishment of a full-fledged "Basic school" imparting instruction to children between the ages of 7 and 14 as recommended will be a retrograde step inasmuch as the present vernacular middle schools are separate from the primary schools.

11. I recommend that the reorganized system consist of—

(1) Primary schools for children aged 6 to 11—

Organized in classes	I	II	III	IV	V
Normally for children aged ..	6-7	7-8	8-9	9-10	10-11

(2) Post-primary schools for children aged 11 to 15—

Organized in classes	VI	VII	VIII	IX
Normally for children aged ..	11-12	12-13	13-14	14-15

(3) Pre-university schools or Intermediate colleges for pupils aged 15 to 17—

Organized in classes	X	XI
Normally for pupils aged ..	15-16	16-17

(4) The University for pupils aged 17. The course for Bachelor's degree should extend over three years and not two as is the case at present.

I have not given here the organization of vocational institutions as I agree generally with the recommendations of my colleagues in this regard.

12. The Committee make the following recommendation in regard to the future of existing schools :

"The present vernacular middle schools should be converted, as soon as possible, into Basic schools, and the present Intermediate colleges into colleges of the type suggested by us. The present high schools should either be converted into Basic schools or into colleges of the new type within a period of seven years."

I have already stated that establishment of "Basic schools" giving instruction to children between the ages of 7 and 14 will be a retrograde step. I, therefore, cannot favour the suggestion to convert present Vernacular and Anglo-Vernacular schools into "Basic schools". The instruction imparted in the present high schools is, in my opinion, of a standard definitely higher than what can be attained in the proposed "Basic schools". The educational unsoundness of the scheme to establish "Basic schools" coupled with this additional reason makes it inadvisable to convert the present high schools into "Basic schools". Of course, the lower classes imparting instruction to children up to the age of 11 must be separated from the post-primary section of the present high school. The recommendation to convert the present high schools

into "Basic schools" or "into colleges of the new type within a period of seven years" will induce the governing bodies of the aided high schools to convert them into "colleges of the new type". This will encourage the drift to the universities while our aim is to control it. I suggest that some of the secondary schools under the new scheme should conform to a type where the curriculum is less extensive and less academic and would lead definitely towards commerce and industry rather than towards the universities and the liberal professions while others may continue to impart instruction of a post-primary kind to pupils up to the age of 15. When the public examination at the end of the high school course is being abolished it is necessary that all pupils when they finish the post-primary education at the age of 15, whether in a post-primary school as suggested by me or in a secondary institution imparting instruction to pupils between the ages of 11 and 17, should be given a "*School Certificate*" as having passed through the regular post-primary curriculum and classes. This *School Certificate* should be a detailed record of the student's work and activities in the school.

13. The present system is so organized that children living in the countryside do not have the same chances of obtaining a secondary education as those enjoyed by children living in towns. A large number of secondary schools or colleges should be opened in rural areas. I also recommend that provision for teaching of English be made for children at the age of 11+ in all schools. In the proposed "Colleges" it may be compulsory but in the proposed "Basic schools" it must at least be optional. I may mention that in many of the vernacular middle schools—which generally exist for the rural population—there is at present provision for teaching of English.

Communal Institutions

14. The recommendations of the Committee on communal institutions fall far short of requirements of the situation. A perusal of the chapter on "Denominational Institutions" leaves one with the sad thought that the recommendations of the Committee do not go beyond the recommendations of the Hartog Committee. It is true, as the Committee says "the question of denominational schools has become a political one" and the different communities look to their schools as recruiting and training grounds for their communal leaders. The communities want to preserve their solidarity and zealously guard against all interference with their institutions.

15. All will agree, as does the Committee itself, with the proposition that the greatest need of India is nationalism. The highest and the most serviceable goal which education can set up for itself is to help in the evolution of this nationalism. The excessive religious consciousness of the people, nurtured by an adherence to antiquated and superstitious ideas, and aggravated by political and economic rivalries with

the necessary corollary, the practice of looking at things through communal glasses, is responsible for many of our national ills. Our educational system in the past has co-operated with the disruptive forces of the society. The gulf which separates the people is religion. This gulf has been considerably widened by an educational system which recognizes religion as its basis and its starting point. The system has been built up by a combination of religious enthusiasts from the West, the communal leaders in India and a foreign government whose interest has demanded the co-operation of minority communities as a bulwark against Hindu nationalism. The Christian Missionaries have emphasized the crudeness of Indian religions, the Government the historical importance and the educational backwardness of the Muslims who in their turn have readily accepted the bait offered and showed disinclination to benefit by a system of education which does not have religion as its basis. If nationalism is a worthy goal the obvious task before education is to create such forces as will successfully combat the religious consciousness of the people, eradicate the religious and sectarian emphasis from public life and remove all causes for political and economic rivalries between the different communities.

16. The Committee observe: "India is inhabited by peoples of different creeds, colours and races. While the educational system has to see that the new generation is not restricted by such barrier and is trained for collective life, due care should be taken to preserve the culture of the various communities". It is here that I differ most from the recommendations of my colleagues. Indian nationalism cannot be based on a guarantee of freedom to the different groups to perpetuate and extend points of conflict. The report appears to aim at a compound nationality. But the two great communities—Hindus and Muslims—are not isolated spaciouly. This makes the harmonious working of a compound nationality more difficult. The possibility of conflict between the two communities, having very different affiliations and yet living side by side, is great. But this itself makes for better synthesis. Education in our country is called upon to formulate its policy not in terms of the next step but with a view to achieving the ultimate goal.

17. I do recognize the practical difficulties in making revolutionary recommendations which alone would satisfy the needs of the case. Yet I am prepared to go further than my colleagues.

18. For purposes of the reconstruction of the educational system denominational institutions may be classified as follows:

- (i) Institutions whose chief or partial aim is proselytization;
- (ii) Institutions which concentrate on the education of particular communities but do not bar pupils belonging to other communities;
- (iii) Segregate schools for one particular community or caste.

19. My colleagues appear to give their blessing to the first group of institutions. Majority of these institutions are run by foreign missions. The aim of proselytization necessarily demands the admission of boys belonging to other communities and it is recognized by this group that their educational work is only a means to an end. Miller in an address entitled "Educational Agencies in India" in 1893 substantially stated the view of this group. This scriptures were to be "the healing essence, and all other knowledge the congenial medium through which it is conveyed". This aim cannot be brushed aside as the nineteenth century view of their educational objectives. There may have been a change in their method of approach; there may have been a re-definition of their immediate objectives but the fundamental goal remains the same as before. The "Report of the Commission on Christian Higher Education in India" which is the most authoritative statement of the Christian purpose in India, defines the goal thus :

"And so there is such a thing as the content of Christian education in the sense in which we are discussing it here, a training of all the powers of the mind which will cure intellectual narrowness, which will prepare the mind to receive the Gospel and fortify it to maintain it. It is with the content of the education which is to give that training that we are concerned."

No comment is needed.

I am of opinion that institutions whose chief or partial aim is proselytization should receive no grant-in-aid from the Government. To reply to the argument that grant-in-aid is given for secular education only I can do no better than quote from Morley :

"It is a palpable fallacy to say that the State aid does nothing for the sectarian part of the institution. A payment without which an institution could not subsist, though it may be mainly made for specific purposes, is and must be a payment for the institution as a whole. If I subscribe to a Trade Union that subscription supports the strike fund no less than the benefit fund, however decisive may be the limitation of my intention to one of them". "It is not merely that the State chooses to buy certain wares, of which it is in need, from a number of people who happen to keep in their shops a stock of wares of another kind as well."

20. Institutions falling in the second group concentrate on the education of particular communities and even though there is no bar to pupils from other communities or religious faiths joining such institutions the truth is that the very nature of the institutions operates as a bar. My colleagues recommend the continuance of grants-in-aid to such existing institutions. If it is recognized that their continuance is harmful to the growth of Indian nationalism, the State must not support them in any shape or form. But if it is not advisable to stop the grants-in-aid to such institutions at once, the grants to

them may be gradually reduced so that at the end of a specified period such institutions will not be in receipt of any grants-in-aid from the Government. The cost of maintaining such an institution must be borne entirely by the community interested in its continuance.

21. Institutions which fall in the third group and exist entirely for one community or caste receive the serious notice of the Committee. While existing *maktabs* and *pathshalas* are to continue under the direct patronage of the Government, as regards this group, in which class there may be one or two institutions in the Province, it is recommended that "if the schools are not open to all, then their recognition should also be withdrawn". Few will assert that *maktabs* and *pathshalas* are not segregate schools for all practical purposes. It is difficult to understand the logic of this situation. In one case the parents can claim segregate schools at the expense of the State while in the other they are denied the right of educating their children in segregate schools even at their own expense, a right conceded to parents in all democratic countries. As long as we do not decide upon the abolition of all communal and segregate institutions all of them without any discrimination may be allowed to continue but they should never be extended the benefits of grant-in-aid by the Government.

22. I have no objection to teaching of religion but it must be from a philosophical and historical point of view. Teaching of religion which is dogmatic and fanatical should never be allowed. If religion is to be taught in schools maintained or aided by the State it must be taught by lay teachers appointed by virtue of their academic qualifications and irrespective of their denomination.

R. U. SINGH.

20th March, 1939.



Note

BY

Dr. Zakir Husain, M.A., Ph.D.

I feel that the details of the proposed book on Civics for the secondary schools, as also the syllabus of history suggested for the Basic School, under the head "Social Studies" should be carefully revised before they are put into operation.

ZAKIR HUSAIN,

30th March, 1939.



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APPENDIX I

Speech delivered by the Hon'ble Minister of Education at the first meeting of the Primary and Secondary Education Re-organization Committee, United Provinces, held at Lucknow on 21st April, 1938.

MR. CHAIRMAN AND MEMBERS OF THE COMMITTEE—

It gives me the greatest pleasure to welcome you here today. Although I am not a member of your Committee, I hope you will permit me to make a few observations.

FRIENDS,

It is a sign of the times in which we are living that there is widespread interest in the problem of education. To a very large extent, this is true of the whole civilized world and we, in our country, are witnessing and experiencing the varying phases of a world-movement. Of course the objective and subjective situation in which we find ourselves, our socio-politico-economic background and the corresponding cultural heritage, have given to this world-process a special garb and made it a special Indian problem, for us.

The world today, and India, possibly more than any other part of it, is not happy but it is what its education has made it. This education has laid insistence on the amassing of knowledge but it has hardly placed any ideals, worth the name, before those to whom it imparts this knowledge. An incessant struggle for existence, in which everyone has to care for himself first and last, may be an actual fact of life but it is by no means an ideal state of affairs. The time has now come when we must revise our scheme of values.

It is perfectly true that every child must possess a certain minimum of knowledge if, as a grown up individual, it is to survive in the inevitable struggle for existence. In fact, the very existence of the human species depends upon the possession by every member of the species, of a certain amount of knowledge, whose extent and content will increase with every advance in civilization. It is equally true that education must enable every individual to put forth to the full such ability, physical, intellectual or spiritual, as he possesses. But the aim of education must be higher than this. What this higher aim should be cannot be laid down in the form of a dictum. As Wheeler observes in his "Creative Education and the Future", "There must be adjustments to meet new needs arising from environmental conditions, and, if these can be made with due regard for the natures of the individuals who are being educated, and in the light of an adequate philosophy of life, they

will constitute refinements and real improvements upon earlier traditions." What our philosophy of life should be is a large question which I will not pause to discuss but I will assume that we all want our system of education to give us a person who has been happily described as "A Social Asset", a person who in Wheeler's words "should be enabled to express the creative impulse within and to reach out towards ideals, not yet attained by the society to which he belongs".

This is the man we want and this is the man we have not had. We have had the clerk, the industrialist, the scientist, the dreamer of dreams, but not the whole man. If we are to have him now, "the educational programme" to quote French in his "Education and Social Dividends", "should function not merely to preserve and perpetuate the social order but also to guarantee, that its youth shall be renewed like the eagles through a continuous re-investment in the process of group living, by members of the society, of an ever-increasing amount and number of more highly developed abilities and capacities."

I hope this Committee will be able to keep this aim steadily in view. It is an aim that is apt to be lost sight of, in face of what might be considered the more practical aspects of education, but we ignore it at our peril.

Coming down to these "practical" matters, I take it that we have to keep two things before ourselves.

In the first place, there is the universal complaint that our education is too literary, with the result that those who go through the complete school curriculum are fit for nothing, except a junior clerk's job in an office. This complaint is founded on fact. We cannot dispense with book-learning; as a matter of fact, we want more of it and I am sure we can impart more of it, in a given number of years, than we are doing to-day. It is necessary to see to it that the finished product of our schools should be a person, clean and whole in body and spirit, culturally sound, able to take an intelligent interest in his environment, and intellectually well-equipped to profit by University Education, if he has a mind to prosecute his studies further. But he should, at the same time, be a person who realizes the dignity of labour and is capable of earning his livelihood by the pursuit of a profession, other than the predominantly intellectual ones. Hence the necessity to give a vocational bias to education. As a matter of fact, our present system of education entirely ignores the biological fact that all the education which a normal individual belonging to any species receives, including such education as it receives through its games, is directed to the one end of fitting it to respond to its environment, to live a successful life. To remedy this serious defect, we have had several Conferences and Committees and reports, notably the Wood-Abbott Report. And now we have the Wardha Scheme which has exercised the imagination of the people, as no other similar scheme has, in the past. I do not wish to expatiate at

length on this topic but I hope and trust that in the light of all that I have said so far, the Committee will be able to overhaul the whole system of our education. I do not want tinkering reforms which content themselves with putting a patch here and a patch there. I wish an absolutely new orientation to be given to education and, what is equally important, I want that the new scheme should be put into operation simultaneously all over the Province. I do not wish to try experiments in isolated test-tube-like areas. The results of the working of the scheme will provide its best correctives, where such are needed. If the principles underlying the Wardha or, for the matter of that, any other scheme of education, are sound, there is no reason why the whole Province should not receive their benefit. I am not deterred by the lack of suitable teachers. There are not enough trained teachers even for our present programme of education, such as it is. But we do not, for that reason, sit with folded hands, waiting for the millenium. Let the Committee tell us what kind of teachers we shall require and we shall set in motion the whole machinery of our training colleges and schools and normal schools to provide them. We shall try and arrange refresher courses for our teachers. True, we may not be able to accomplish all this at once, but this only means that our educational ideal, like all good ideals, is difficult of attainment. That is all. It may, at the same time, be possible to concentrate in a few localities on carrying out the scheme with rather greater thoroughness than elsewhere. Two more suggestions I should like to make to you in this connexion. If your proposals are really as far-reaching as I wish and hope them to be, we shall have to bring in legislation and amend or repeal a number of existing Acts. Also, other necessary arrangements will have to be made and the scheme, if it is adopted by the Government and sanctioned by the Legislature, cannot possibly come into force before July, 1939. But it should be possible for you to make suggestions of an interim character which we can incorporate into our present system from the next session.

My other suggestion is this. You know that we intend to appoint a Committee to advise us as to the system of physical training we should adopt, for I may tell you at once that the present system with its mechanical drill which turns out handsome dolls incapable of taking care of themselves or others, individually or collectively, must go. I would only ask you, when completing your picture and considering syllabuses, hours of work and other details, to find room for physical education as well.

I come now to another important subject. You know we have different types of schools, which may conveniently be divided into two classes, the Vernacular—I hope this insulting word will soon disappear from our official vocabulary—and the Anglo-Vernacular. I, for myself, feel that this distinction must disappear. There is a certain basis

education to which every child is entitled. That education must be imparted through the mother-tongue. Starting from this promise, it will be for you to decide at what stage, we should give to the student a grounding in some foreign language and whether that foreign language should be English or any other. We shall also look to you for advice as to the total period which a child should normally spend at school and the way in which this period should be broken up into educational stages. The Wardha Scheme, as you know, fixes this total at seven years. I also feel that seven to eight years should be sufficient, with a break somewhere in the middle.

Many are the minor, minor in a purely relative sense problems before you. I will not refer to them all, but there is one to which I think I must make a passing reference, I mean the very great need to give a national outlook to our education. The present mischievous division of Indian History into Hindu, Muslim and British periods and its treatment of facts in such a way as to bring into relief the accidentals which separate one section of Indians from another and to induce an inferiority complex, a defeatist mentality, in those who go through the mill—all this should soon be a thing of the past. Instead, the Indian boy or girl should imbibe from his or her lessons in Indian History, not indeed a false pride or inaccurate evaluation of facts, but a proper perspective of the events that have made us today what we are, a buoyant faith in ourselves and our destiny, a consciousness of the fundamental oneness of the Indian people.

It might be possible for you to indicate the lines along which we could get some literature of this kind prepared for use in our schools even from July next. That would be a solid achievement on the way to attain Hindu-Muslim unity.

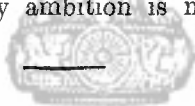
There are some other points which will no doubt engage your attention, e.g., the question of women's education. You will have to advise Government as to how far, if at all, the syllabus for girls should be different from that for boys and if it is possible and desirable to provide for the preservation, through our girls' schools, of the distinctive cultures, assuming that they exist, of the various communities, inhabiting the Province.

One of the most important points that will, no doubt, engage your attention is the control of education, specially in rural areas. You will have to decide how far the present machinery has worked satisfactorily and is capable of being utilized as the instrument of a powerful drive against illiteracy. Assuming for a moment that you find it unsuitable for our needs, you will, I am sure, be able to suggest a better alternative.

I shall say a word now about your procedure. You will have noticed that although Government began by appointing two Committees, we have really decided to treat them as sub-committees of one Committee,

the Committee that is meeting here today. We realize that the school career of a student must be treated as one whole and I hope you will treat it as such. Of course you will advise us as to the divisions which we may have to make of this, for administrative convenience, among other reasons. When I speak of the school career being one whole, of course, I do not for a moment, lose sight of the psychological factors determining the growth of the child's mind, which require different treatment at different stages. But holding this opinion about pre-university education, I do not wish to bind you to functioning through two sub-committees. You may, if that suits you, divide yourselves into more sub-committees. Similarly, you need not confine yourselves to the explicit terms of reference to your Committee, for instance, any suggestions that you might make about the education of children below the ordinary school-going age of those who are the proper objects of methods like the Montessori system or the Kindergarten, will be welcome. I hope, however, that, at the end of your labours, you will be able to submit to the Government one consolidated report, signed by this plenary Committee.

Gentlemen, I will not detain you longer. I feel that this is what might fittingly be called a historic occasion and I pray that the result of your deliberations, to which I know you will have to sacrifice no small part of your time in this trying season, will be of lasting value not only to us in this province but to other provinces as well. It is through education alone that a lasting revolution in men's ways of thinking, feeling and acting can be brought about and a new world created. I hope we shall succeed in this. I know I am ambitious but, with your co-operation, I feel that my ambition is not misplaced. I wish you success.



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APPENDIX II

The following is a list of papers that were circulated to the members of the Committee :—

(1) The "*Harijan*", dated the 11th December, 1937, containing the Wardha Education Scheme.

(2) Report of the Zakir Husain Committee and the proposed syllabus prepared by it.

(3) Government Resolution and the Report of the Piggott Committee on Primary Education in the United Provinces (1914).

(4) Report on the Improvement and Expansion of Primary Education for boys in the United Provinces by the late Mr. K. P. Kichlu, M.A., I.E.S., Deputy Director of Public Instruction, United Provinces (1925).

(5) A Further Report on Primary Education in the United Provinces with Special Reference to Rural Areas by the late Mr. H. R. Harrop, M.A., I.E.S., Assistant Director of Public Instruction, United Provinces (1927).

(6) Report on Primary Education for Boys and Girls in the United Provinces with special reference to uneconomical and superfluous schools by Mr. R. S. Weir, M.A., B.Sc., C.I.E., I.E.S. (now Director of Public Instruction, United Provinces)—(1934).

(7) Report on the Re-organization of Secondary Education in the United Provinces by Mr. R. S. Weir, M.A., B.Sc., C.I.E., I.E.S. (now Director of Public Instruction, United Provinces)—(1936).

(8) Resolution no. 1033-G/XV—562-1934, dated August 8, 1934, of the Government of the United Provinces on the Re-organization of Education.

(9) Report on Vocational Education in India by Mr. A. Abbott, C.B.E., and Mr. S. H. Wood, M.C. (1937).

(10) Notes prepared by the Secretary of the Committee on the following :—

(a) Administration and Finance of Vernacular Education in the United Provinces.

(b) Introduction of special subjects in vernacular middle schools under district boards.

(c) Introduction of Compulsory Primary Education for boys and girls in district and municipal board areas.

(d) Expansion of Primary Education in the United Provinces.

(e) History of the Board of Vernacular Education, United Provinces.

(f) Selection of Text-books.

(11) Curriculum for the Vernacular Teachers' Certificate Examination, United Provinces, 1939.

(12) Curriculum for the Upper Middle Section of Vernacular Schools for Girls, United Provinces, for the examination of 1939.

(13) Curriculum for the Lower Middle Section of Vernacular Schools for Girls, United Provinces, for the examination of 1939.

(14) Curriculum for Preparatory and Primary Sections of Vernacular Schools for Girls, United Provinces, for 1937-38.

(15) Curriculum for Vernacular Middle Schools for Boys (classes V, VI and VII) beginning from July, 1937.

(16) Curriculum for Vernacular Primary Schools for Boys, United Provinces, for 1937-38.

(17) Prospectus of the Board of High School and Intermediate Education, United Provinces, for 1939.

(18) District Board Educational rules.

(19) Letter no. F-10/11—38-C.A.B, dated May 10, 1938 from the Secretary to the Government of India, Department of Education, Health and Lands to all Provincial Governments forwarding resolutions passed by the Central Advisory Board of Education at its third annual meeting, regarding administration and control of primary education, etc., etc.

(20) Report of the Women's Education Committee of the Central Advisory Board of Education to consider the curriculum of girls' primary schools in India (1937).

(21) Report of the Vernacular Education Committee of the Central Advisory Board of Education, on administration and control of primary education (1937).

(22) Educational Ladders of some leading countries of the World prepared by Mr. S. N. Chaturvedi, M.A.

APPENDIX III

FOLK-MUSIC IN THE SCHOOL CURRICULUM

Anybody interested in modern Indian culture and yet not blinded by his group prejudices will accept the general observation that it suffers from unreality. Culture being essentially a social product the reasonable explanation of that unreality is the attenuated link between the life of the middle class and that of the people to-day. The complete neglect of music by our educational institutions can be explained on no other grounds. There is no doubt that interest in music is slowly reviving but as yet it is not sufficiently strong to either lend a fresh lease or give a new orientation to our music. A genuine renaissance in music can only come when music is related to the active business of living.

2. It is at this point of establishing connexion between living and culture that the new educational schemes can incorporate folk-music into the school curriculum. The essence of the proposed pedagogic reform lies in centring the entire learning-activity round the primary business of living, not vocation, but living. Folk music intensifies this activity of learning and prompts the young to aspire for living better. Living better can be achieved by those methods which are the basis of the technique of community singing, the contents of folk song and their spirit. It provides a training for emotions, it cultivates taste and it develops community feeling.

3. Folk-music is rural and agricultural in its motives. Indian life is mainly rural agricultural. And so is the basic education. The occupational pattern of the region particularly agriculture and village-crafts set up a specific "gestalt" which runs through all rural arts, particularly music. No doubt the day-to-day working operations are mixed up with religious and magical ceremonies, but a proper selection may be made by which the undesirable elements could be eliminated. What is more important than these is the immediate concern of the songs with such broad and fundamental traits of social life, as love, death, funeral, health, fertility, the cycle of the seasons, sacredness of woods, groves, rivers, temples and the like. In many real folk-songs the details of agricultural operations are given which in their totality form an admirable corpus of available agricultural lore including those of nature plants and animals. No better ecological pattern can be conceived. The child and the adolescent of the basic and middle schools will through the folk-songs strike roots deep into the soil, and strike them easily.

4. Folk-music is the deposit of ages. Many voices had gone to creation of the songs and many voices are needed for their execution. The collectivity of the procedure from beginning to end makes for a sense of

community, or of a corporate unit which is sought to be generated on play-fields, excursions and the like. But folk-music has been more effective than any of these. Its impersonality is the supreme case for democracy. The collective emotion which runs through these rural songs is an expression of the general will of the people. "Laws" as Countes E. Martineo-Caersesco says, "may be imposed on the unwilling, but not songs."

5. If the technique of folk-songs is analysed, their usefulness for schools will be revealed. The burden of the songs stresses the chief emotion, the simplicity of the rhythm, repeats the rhythm of agricultural or rural occupations, and upholds the simple melodies of joy and sorrow, love and death. All sophistication is eschewed, as rural arts are ruthlessly selective. The very broadness and spontaneity of the technique makes folk-songs eminently suitable for young voices. For an unfettered exercise of vitality, the conditions of which the new schemes are meant to create, folk-music which is fundamentally action-songs is hard to beat.

6. After all is said about the virtues of folk-songs it is well to remember their limitations. Their very selectiveness is responsible for a marked trait of conservatism. Many songs are vulgar. They lack variety. Above all, they should not lead us to neglect classical music which shares with architecture the glory of a joint creation by the genius of the Hindus and Mohammadans.

7. Therefore, folk-music should be the basis not only of music but of the basic education itself. But the folk-songs have to be carefully selected and then supplemented by classical songs. The intermixture will stabilize our culture and revivify the dying classical music. All life comes from the soil, culture, belongs to life, music is the highest form of culture, it has by abjuring the earth, it has to come back upon the earth to rise fresher and stronger.

APPENDIX IV

Syllabus for a seven years' course in Basic Schools**(a) BASIC CRAFTS****(1) Agriculture**

The syllabus has two distinct parts. The first relates to the period beginning from Class I to Class V, when agriculture will not be taken up as a basic craft. During this period the aim will be to provide a suitable course to interest and instruct the pupils in the fundamental principles of soil management and plant growth. It will form part of the syllabus in General Science. The pupils will be working on a small plot of about an acre, and will grow vegetables and other garden crops.

The second relates to the period of Class VI. and VII, when the pupils may take agriculture as the basic craft. The practical and theoretical courses for each year are so correlated that while practising the first the second could very easily be explained to and assimilated by the pupils.

CLASS I

N.B.—Pupils in this class will be seven years old. Garden work only will be done on a small portion of the demonstration plot. They will use small *khurpies* and watering cans. The first half-year will be spent entirely in observation. Practical work as suggested below would begin in the next half-year. The theoretical portion should be dealt with in an interesting manner. Only broad facts should be given—details are to be developed.

Practical—

- (1) Sowing of seeds in the nursery.
- (2) Watering the nursery.
- (3) Care of seedlings and plants (garden).
 - (a) Watering.
 - (b) Weeding.
 - (c) Mulching.
 - (d) Picking insects.
 - (e) Manuring the nursery and small garden plants with fertilizers.
- (4) Collection of seeds of flower plants and vegetables in the garden.
- (5) Animal husbandry.

Feeding domestic birds and animals. Taking care of the young of pets.

Theoretical—

- (1) Recognition of a plant and its different parts.

Roots, stems, leaves, flowers and fruit.

(2) How a plant develops from the seed. Seed, root, stem, leaves, flowers and fruit.

(3) What the plant needs for its growth. Soil, water, food, light and air.

(4) Uses of birds and animals.

N.B.—In addition to the above, the pupils will be taken round the fields in the village for observational purposes.

CLASS II

Practical—

(1) Sowing of seeds.

(2) Preparation of small seed beds in boxes.

(3) Preparing areas to take seedlings—garden beds of small sizes.

(a) Digging.

(b) Manuring.

(c) *Khurpi* work.

(4) Transplanting of vegetable and flower seedlings :

(a) Spacing.

(b) Handling.

(c) Planting.

(d) Watering.

(e) Protection.

(5) Mulching and weeding with *khurpies*.

(6) Manuring :

(a) Top-dressing.

(b) Mixing.

(7) Picking insects and spraying the diseased parts of plants.

(8) Propagation other than by means of seed.

Use of cuttings—how performed—results to be noted later.

(9) Animal husbandry.

Keeping pets and observing their habits.

(10) Art and Craft.

Preparing designs in the garden based on certain geometrical figures. Preparation of bouquets and garlands. Making hanging pots for flower plants and creepers from bamboo chips.

Theoretical—

(1) How the site for a nursery should be selected and a nursery made.

(2) Kind of soil and manure required.

(3) Recognition of good and bad seed.

(4) Effect of the quality of seed on germination.

(5) Functions of different parts of the plant :

(a) Root—fixation in the soil—absorption of food.

(b) Stem. Absorption—carrying the food and sustaining the upper growth.

N.B.—Red ink experiment may be performed in the class room to show how the absorbed material rises through the channel.

(6) Time of planting—late in the afternoon. Watering—early in the morning and late in the afternoon.

(7) Collection of seed. Where and how to collect.

N.B.—The pupils will be taken round the farm when important operations are in progress, for purposes of observation.

CLASS III

Practical—

N.B.—In this class, all the operations in the flower and vegetable garden will be done by the pupils. They will be able to handle and work with small sized spades, forks, *kudalies* and other hand tools.

(1) All operations done in the two previous classes to be repeated.

(2) Potting the plants.

(3) Preparation of leaf mould and compost for pots.

(4) Propagation of plants by layering. Results to be noted later.

(5) Rearing of caterpillars to see the four stages.

(6) Mulching of flower and vegetable beds during breaks.

(7) The use of manured and unmanured pots to observe the difference in the growth of plants.

(8) Animal husbandry. Tending the animals.

Theoretical—

(1) Study of germinated seeds :

(a) Embryo.

(b) Cotyledons.

Embryo grows into plumule and radical. Contents of cotyledons. Growth of plumule upwards, and of radical downwards. Fate of cotyledons as a plant grows.

(2) Study of roots :

(a) Tap root.

(b) Fibrous root.

(3) Study of stem, division into bark and wood, nodes, internodes, buds, branches and leaves.

Difference between a root and a stem.

(4) Life history of a butterfly and grass-hopper.

(5) Crop pests.

Stem and shoot borer. Control measures.

(6) Pot filling :

(a) Material required for filling the pots.

(b) Qualities of a good leaf mould and the proportion in compost.

(7) Necessity of manures and their functions. The use of artificial manures.

(8) Disposal of night-soil. Its value as manure.

(9) Knowledge of the different dairy products.

CLASS IV

Practical—

- (1) Growing of rainy season vegetables in the garden plots, cucurbits, beans, brinjals, etc. (according to locality).
- (2) Preparation of land in the garden for transplanting the seedlings.
- (3) Manuring the land.
- (4) Laying out the land for irrigation and irrigating the crops after transplanting and thereafter.
- (5) Top-dressing of vegetable crops with different fertilizers. Ammonium sulphate, nicifos and nitrate of soda.
- (6) Percolation and capillary experiments with and without mixture of manure, lime and sand.
- (7) Study of different ploughs :
 - (a) Wooden.
 - (b) Iron ploughs—monsoon, J. A. T., Kokan and Ridging.
Their functions by observation while they are being worked in the fields.
- (8) Visits to the neighbouring hills where possible to demonstrate the formation of the soil.
- (9) Poultry farming :
Feeding, cleaning the sheds and the runs; collecting eggs; hatching; care of chickens.

Theoretical—

- (1) Recognition of field crops. Division into two main groups according to the time of sowing—*rabi* and *kharif*.
- (2) Study of soil :
 - (a) Formation of soil. Agencies which bring about the weathering and tearing of rocks :
 - (i) Air.
 - (ii) Water.
 - (iii) Heat.
- (3) Recognition of soils of the locality.
- (4) Their classification into sandy, loamy, and clay.
- (5) Recognition by—
 - (a) Feel, granulation, colour, weight.
 - (b) Mechanical analysis of each.
 - (c) Physical characters of each.
 - (d) Correlation between texture and structure of a soil.
Presence of air and its effect on absorption, percolation and capillary rise.
 - (e) To deduce from above the suitability of soils for *kharif*, *rabi* and garden crops.

- (6) Forms of soil moisture.
- (7) The control of soil moisture.
- (8) Necessity of manures and their functions. When, how, and in what quantities artificial manure should be applied.

CLASS V

Practical—

- (1) Weeds and weeding.
- (2) Wooden and iron ploughs. Their functions by observation, during their use in the field.
- (3) Bakharing or harrowing.
Difference between ploughing and bakharing to be observed.
- (4) Cultivation of vegetables. In addition to rainy season vegetables, cold weather vegetables, such as cauliflower, lettuce, cabbage, knolhol, french beans, tomatoes and peas will also be grown on the plot.
- (5) Study of roots of cotton, *jowar*, *tur* and gram.
- (6) Planting of the pieces of the roots of radish and carrot, and of the stems of potatoes, arun, and ginger for the recognition of roots and stem.
- (7) Pupils to collect many kinds of leaves and to divide them first according to veins and later on into simple and compound leaves.
- (8) Pupils to observe and to note the time of opening of flowers in their garden.
- (9) Compost making from weeds and other vegetable matter collected in the garden.
- (10) Field experiments to be carried out in special small plots, set aside in the garden for observation purposes to note the effects of manuring, weeding and mulching:
 - (a) Manured *versus* unmanured plots with the same crop and uniform treatment in other respects.
 - (b) Weeded *versus* unweeded plot.
 - (c) Crop weeded and hoed *versus* weeded only.

Theoretical—

- (1) Kinds of weeds.
- (2) Necessity of weeding. When and how to weed?
- (3) Effect of cultivation on weeds:
 - (a) Deep for perennials.
 - (b) Shallow for annuals.
- (4) Utility of mulching during the after-rains.
The effect on—
 - (a) Absorption and retention of soil moisture for *rabi* crops.
 - (b) Weeds.
- (5) Country and iron ploughs to be compared.
Difference in—
 - (a) Make.

(b) Work.

(c) Advantages of monsoon plough over the country plough.

(6) Kind of work a *bakhar* does. The difference between the working of a plough and a *bakhar*. Effect of *bakharing rabi* lands during breaks in rains.

(7) Formation of roots and their division into two root systems. Tap and fibrous.

(8) Modification of the roots and stems.

(9) Observation of roots such as the radish, sweet potato and carrot, and stems such as potato, arun, ginger, and their distinguishing characters.

(10) Adventitious roots such as on banyan tree, *jowar*, wheat and creepers.

(11) Study of flowers, as regards the arrangement of parts, colour, smell and the time of opening.

(12) Method of preparing manures, cow-dung manure and urine earth.

CLASS VI

N.B.—Pupils will be required to work in the fields, and carry out all operations in growing crops.

Practical—

(1) Yoking bullocks to *bakhar* and ploughs, and straight driving.

(2) Growing of suitable crops of the tract. Cultivation in detail from preparation of the land to threshing and cleaning of grain of some of the locally grown *rabi* and *kharif* crops.

(3) Working of all necessary implements used in raising field and garden crops. Hoes, seed-drills, ridging-ploughs and cultivators.

(4) Cultivation of garden crops—chillies, sugarcane, potato, arun, ginger, turmeric, peas, etc.

(5) Storing of cow-dung in pits and conservation of urine by urine earth system.

(6) Growing sann hemp for green manuring.

(7) Manuring the fields with cow-dung and urine earth.

(8) Green manuring with sann hemp for garden crops and rice, if locally grown.

(9) Use of liquid manures.

(10) Rotation practised on the farm to be demonstrated.

(11) Collection of flowers and their classification according to parts. Observation of which insects visit the flower and what they do there.

(12) Horticulture.

Propagation of plants :

(a) Guavas by "Ghoote".

(b) Oranges and roses by "budding".

(c) Mangoes by "enarching" and "grafting".

(13) Planting of propagated plants—

(a) Lay out, (b) Digging of pits, (c) Filling and manuring of pits, (d) Planting of plants, (e) Spacing of plants according to size, (f) Irrigation, (g) Pruning of fruit trees and shrubs.

(14) Field experiments to be carried out in special small plots set aside in the garden, and observations noted down in each case.

(a) Rotational—

(i) Same crop to be grown continuously in the same plot.

(ii) Same crop to be grown in rotation with suitable crop.

(b) Cultivated and *bakhared versus* cultivated and trampled plots in black soil. Observation to be made during rains. To explain absorption and importance of frequent stirring during rains and conservation of moisture at the end of the season for *rabi* crops.

(c) Growth of plants to be observed in surface and sub-soils, plants to be grown in pots filled with both soils.

Theoretical—

- (1) Storing of seed.
- (2) Test of good seeds :
 - (a) Gravitation.
 - (b) Germination percentage.
- (3) Preparation of seed-bed according to the size of the seed :
 - (a) Fine for fine seeds.
 - (b) Coarse for big seeds.
- (4) Methods of Irrigation :
 - (a) Preparing beds, (b) Flood, (c) Principles to be kept in mind according to the texture and situation of the soil.
- (5) Soils. Comparison of surface and sub-soil :
 - (a) Depth at which separation occurs.
 - (b) Feel, granulation and colour.
 - (c) Stickiness and wetness.
 - (d) Amount of organic matter present.
 - (e) Difference in the fertility of the surface and sub-soil.
 - (f) Care to be taken while ploughing not to bring the sub-soil to the surface.
- (6) Necessity of ploughing :
 - (a) Destruction of weeds and insects.
 - (b) Clearing the fields.
 - (c) Turning the soil.
 - (d) Formation of plant food.
 - (e) Retentive capacity of cultivated and uncultivated land.
 - (f) Effect on *rabi* crops.

- (g) Necessity of monsoon ploughing and constant *bakharing* during breaks in the rains.
- 17) Study of farm crops :
- (a) Recognition of crops grown in the locality, attention to be drawn to—
- (i) Time and method of sowing.
 - (ii) Seed rate per acre.
 - (iii) Distance between the rows.
 - (iv) Various operations performed during its growth. How and why?
 - (v) Harvesting time.
 - (vi) Outturn per acre.
- (8) Ploughs and *bakhar* to be studied :
- (a) Their various parts and the work done by each.
 - (b) Comparison of working of a *bakhar* and disc harrow.
 - (c) When the disc harrow is used—to crush the clods and prepare tilth to simplify the working of a *bakhar* in weedy land.
- (9) Study of other harrows—their work and purpose.
- (10) General principles to be given in the classroom regarding the ways, methods, and time of plant—propagation, oranges, mangoes and guavas.
- (11) Cultivation of fruit trees to be taken in details :
- (a) Oranges, (b) Lemons, (c) Guavas, (d) Other fruit trees.
- (12) Rotation of crops :
- (a) Its necessity, (b) Purpose, (c) Effect on fertility, (d) How to arrange it.
- (13) Detailed study of sugarcane crop.
- (14) Manures in details with classifications :
- (a) Plant is built up of gaseous matter and ashes. Where does each come from?
 - (b) The main ingredients of a manure—nitrogen, potash, and phosphorous.
 - (c) Effect of each on the plant growth.
 - (d) Bulky and concentrated manures.
 - (e) What crops can be used for green manuring. Time for green manuring.
- (15) Other methods of preserving the fertility of soil :
- Rotation, judicious cultivation.
- (16) Detailed study of field and garden crops continued.
- (17) Plans and estimates for the constructions of simple sheds and stables with practical training wherever possible.
- (18) Practice in the elements of smithy and carpentry necessary for mending agricultural implements.

CLASS VII

Practical—

(1) Threshing, winnowing and cleaning of crops raised, after harvesting them. Fitting of a winnowing machine to clean different crops.

(2) (a) The pupils to study the pests on the crops they have grown.

(b) Preparation of insecticides and spraying.

(3) Study of flowers, continued.

(4) Raising of crops to be continued—field, garden and fruit.

(5) Preparation of gud.

(6) Experiments to be performed to show that plants give out oxygen in assimilation.

(7) Dismantling and re-fitting of sugarcane crushing mill.

(8) Turnwrest and Sabul ploughing. Dismantling and re-fitting the above two ploughs.

(9) Animal husbandry.

Care of animals—Better housing, cleanliness, proper feeding, when at light or hard work.

(10) Dairying :

Milking and preparing products from milk.

How to judge good milkers.

Chief points to be remembered and demonstrated.

(11) Cattle diseases :

(a) Treatment of ordinary cases such as wounds, inflammations, skins diseases, etc.

(b) Contagious diseases.

Observations of such animals and their treatment.

(12) If possible, the pupils may run a co-operative shop in the school.

(13) Farm accounts.

The pupils to keep complete account of the school farm, to work out profit and loss per crop as well as for the whole farm on prescribed registers.

(14) Field experiments to be carried out in special small sized plots set aside in the garden and observations noted down in each case periodically, and conclusions drawn at the end of the trial :

(a) Thick planting *versus* proper planting.

(b) Crop grown in plot exposed to sunlight *versus* crop shaded from sunlight.

(c) Observation of plant growth and water holding capacity in sandy soil *versus* sandy soil manured with humus; heavy soil *versus* heavy soil manured with humus.

(d) Observation of effect of exposure to weather of soil cultivated when wet or dry.

Theoretical—

- (1) (a) Seed drills.
(b) Threshing machine Olpad.
(c) Winnowing.
- (2) Pests :
(a) What are pests?
(b) Natural and artificial means of checking them.
(c) Harmful and beneficial insects.
- (3) Flowers and fruits :
(a) Flowers studied in detail with reference to male and female elements.
(b) Pollination as a means of fertilization and the agencies of pollination.
(c) Division of fruit into dehiscent, indehiscent, dry and pulpy.
(d) Means of seed dispersal.
- (4) Exhalation of oxygen from the leaves :
(a) Nutrition.
(b) Green colour and the effect of sunlight.
Transpiration—Means of decreasing and increasing transpiration.
- (5) Implements :
(a) Sugarcane crushing mill.
(b) Fodder cutter.
Cost, outturn and working expenses of each.
- (6) Special method of eradicating—
(a) "Kans"—bunding the fields, uprooting in rains by deep ploughing followed by constant *bakharing* during breaks in rains and after.
(b) "Nagarmotha" by growing sann crop in the field.
(c) "Dub" by deep ploughing in hot weather and constant *bakharing* during breaks in rains and after.
- (7) Effect of deep and shallow ploughing on perennial weeds and insects. Deep and shallow ploughing according to the soil and season. When and with what purposes the spring and spike tooth harrows are used.
- (8) Cattle breeding :
Principles of breeding and rearing of cattle.
Selections of good bull, suitable cows; cross and in-breeding and proper selection.
- (9) Cattle diseases :
(a) To distinguish a sick animal from a healthy one.
(b) Segregation of sick animals.

(c) Care of sick animals. Housing and feeding.

General precautions to be taken to protect one's herd from contagious diseases.

(10) Detailed study of field and garden crops continued.

(11) Co-operation :

(a) Instruction in principles of co-operation in a village. Its advantages.

(12) Farm account :

(a) Stock book.

(b) Classified contingent register.

(c) Cash book.

(d) Diary.

(e) Muster-roll, weekly and monthly.

(f) Ledger.

(13) *Preparation of final yearly accounts and how to work out profit and loss.*

N.B.—Revision of the portions taught in the previous classes in soils, cultivation, manures, crops, etc. The pupils would continue to work in the field throughout the year in crops grown by them.



सत्यमेव जयते

(II) A Seven Years' Course of Spinning and Weaving as the Basic Craft

1. The course has been divided into two parts :
 - (a) A course of spinning,
 - (b) A course of weaving.
2. The first five years of the course should be devoted to spinning, and the last two years to weaving with an elementary knowledge of carpentry and black-smithy correlated to the craft.
3. Each year has been divided into two terms as this will be a better record of the child's progress.
4. The processes of ginning and cleaning cotton should be introduced into schools only to serve as practice lessons. All the cotton used in the schools should be cotton ginned on the hand-ginning *charkha*, except the quantity of cotton necessary for the practice work in the above two processes. For this purpose it will be necessary to have clean cotton picked from the fields, i.e. cotton free from leaves and insects.
5. Senior students should prepare slivers for the juniors who cannot card for themselves.
6. It should be a matter of special attention on the part of the teacher that there should be no wastage of yarn (from breaking, etc.) from the very earliest stage in the processes of spinning, whether on the *takli* or on the *charkha*. Ten per cent. wastage is, however, usually allowed (including 5 per cent. in carding), prices of yarn being calculated so as to cover this. In any case, therefore, the wastage must not exceed this limit.
7. When the count of the yarn produced is 8 to 12 or less, the cotton used should not be of a lower quality than *rozium*. When the yarn produced is of 13 counts on upwards, only cotton of a longer fibre such as Viram, Surati, Cambodia, Jayvant or Punjab—American should be used.

Spinning**CLASS I—FIRST TERM**

- (1) The following processes should be taught during this term :
 - (a) Cleaning cotton.
 - (b) Preparing slivers from carded cotton.
 - (c) Piecing.
 - (d) Spinning on the *takli* with the right hand;
 - With the fingers;
 - On the leg above the knee;
 - On the leg below the knee.
 - (e) Spinning on the *takli* with the left hand, but the twist to be as the right hand twist.
 - The three methods as above.
 - (f) Winding yarn on to the winder.
- (2) Spinning on the *takli* should be taught alternately with right and left hands.

(3) The speed at the end of six months, including winding, should be $1\frac{1}{2}$ *lattis* (hanks of 160 rounds) of 10 counts yarn in three hours.

(4) The average daily speed for the six months should be $\frac{3}{4}$ *latti* of 10 counts yarn in three hours, i.e. the total production of 144 days will be 27 *goondis* (hanks of 640 rounds), weighing one *seer* six *chataks*.

CLASS I—SECOND TERM

(1) In this term carding should be taught.

(2) At the end of six months the speed of carding (including the making of slivers) should reach $2\frac{1}{2}$ *tolas* an hour.

(3) At the end of six months the speed of spinning on the *takli*, including winding, should be 2 *lattis* of 10 counts yarn in three hours.

(4) The average speed of spinning on the *takli* for this term, including carding, should be $1\frac{1}{4}$ *lattis* of 10 counts yarn in three hours. The total production will be 45 *goondis* weighing $2\frac{1}{4}$ *seers*.

Problems in connection with the Mechanics of Spinning on the takli

(1) If a greater amount of yarn is wound on to the *takli*, why is the rate of revolution of the *takli* reduced?

(2) If the yarn is loosely wound on to the *takli*, why does the rate of revolution of the *takli* decrease?

(3) Why do we apply ash while spinning in order to increase the rate of revolution of the *takli*?

CLASS II—FIRST TERM

Spinning

(1) Ginning should be taught in this term.

(2) At first, ginning should be taught with a wooden plank and a steel rod. When the speed has reached 1 *chatak* in $\frac{1}{2}$ hour the village hand-gin should be introduced.

(3) The speed of ginning at the end of 6 months should reach 20 *tolas* of cotton in $\frac{1}{2}$ hour.

(4) The speed of carding (including the preparation of slivers) at the end of the term should reach 3 *tolas* per hour.

(5) The speed of spinning on the *takli* (including winding) at the end of the term should reach $2\frac{1}{4}$ *lattis* of 10 counts yarn in 3 hours.

(6) The daily average rate of spinning on the *takli* (including carding) for the term, should reach $1\frac{3}{4}$ *lattis* of 12 counts yarn in three hours. The total production will be 63 *goondis* weighing 2 *seers* 10 *chataks*.

CLASS II—SECOND TERM

(1) In this term, students should be taught spinning on the *Yeravda charkha*, with double-grooved spindle-holders (*Modies*).

(2) Spinning on this *charkha* should be taught with the right and left hands alternately.

(3) The speed of carding (including the making of slivers), at the end of the term, should reach $3\frac{1}{2}$ *tolas* per hour.

(4) The speed of spinning on the *takli* (including winding), at the end of the term, should reach $2\frac{1}{4}$ *lattis* of 12 counts yarn in three hours.

(5) The speed of spinning on the *charkha* (including winding), at the end of this term, should reach $3\frac{3}{4}$ *lattis* of 16 counts yarn in three hours.

(6) During this term the processes of calculating the count of the yarn produced should be taught. The child should be able to do the work both practically and with the correlated theoretical knowledge.

(7) The daily average speed of spinning (including carding), for the term, on the *charkha* should be $2\frac{1}{2}$ *lattis* of 14 counts yarn in three hours. The total production will be 90 *goondis* weighing 3 *seers* $3\frac{1}{2}$ *chataks*.

*Problems in connection with the Mechanics of Spinning
on the charkha*

(1) The advantages and disadvantages of keeping the spindle of the *charkha* parallel to the ground or at an angle.

(2) What should be done in order that the pulley may revolve exactly in the middle of the modie?

(3) Which parts of the *charkha* should be oiled?

(4) Why should the *charkha* be oiled?

(5) Why does the *charkha* move more smoothly after oiling? Here the principle of friction should be explained to the children. Also, they should notice the effect of oiling the hinges of a door, a swing, and the pulley for drawing water from a well.

CLASS III—FIRST TERM

Spinning

(1) In this term the students should be taught to recognize the different types of cotton. They should also learn to estimate the length of fibre and to understand the count of yarn which can be produced from each different type of cotton.

(2) At the end of the term, the rate of carding (including the preparation of slivers) should reach 4 *tolas* an hour.

(3) At the end of the term, the speed of spinning on the *takli* (including winding) should reach $3\frac{3}{4}$ *lattis* of 20 counts yarn in three hours.

(4) At the end of this term, the speed of spinning on the *charkha* (including winding) should reach $3\frac{3}{4}$ *lattis* of 20 counts yarn in three hours.

(5) The daily average speed of spinning (including carding) of the term will be $2\frac{1}{2}$ *lattis* of 20 counts yarn in three hours. The total production will be 90 *goondis* weighing $2\frac{1}{4}$ *seers*.

CLASS III—SECOND TERM

(1) At the end of the term the speed of spinning on the *takli* (including winding) should reach $2\frac{3}{4}$ *lattis* of 12 counts yarn in three hours.

(2) At the end of the term the speed of spinning on the *charkha* (including winding) should reach $4\frac{1}{2}$ *lattis* of 20 counts yarn in three hours.

(3) The daily average speed of spinning for the term (including carding) will be $3\frac{1}{4}$ *lattis* of 20 counts yarn in 3 hours. The total production will be 117 *goondis* weighing 2 *seers* $14\frac{1}{2}$ *chataks*.

Problems connected with the Mechanics of Spinning and Carding

- (1) What is the advantage of the moving *modia*?
- (2) What is the reason of slippage, and how should it be prevented?
- (3) What is the effect on carding of a tightly or loosely strung gut on the carding bow?
- (4) What are the uses of the springs in the Yeravda *charkha*?

CLASS IV—FIRST TERM

Spinning

(1) During this term the students should be taught the following subjects with the correlated theoretical knowledge :

(a) How to find the strength and evenness of the yarn ;

(b) How to calculate the resultant speed by the formula S/C where S is speed and C is count.

(2) In this term the student should learn to repair the hand gin and the carding bow.

(3) At the end of six months the speed of spinning on the *charkha* (including winding) should reach $4\frac{1}{2}$ *lattis* of 24 counts yarn in 3 hours.

(4) The daily average speed of spinning (including carding) for this term should reach $3\frac{1}{2}$ *lattis* of 24 counts yarn in three hours. The total production will be 126 *goondis* weighing 2 *seers* 10 *chataks*.

CLASS IV—SECOND TERM

(1) In this term the students should be taught the following subjects :

(a) A knowledge of the different parts of the Yeravda *charkha* and how to repair it.

(b) The preparation of bamboo *taklis*.

(2) At the end of the term, the speed of spinning on the *takli* (including winding) should reach 3 *lattis* of 14 counts yarn in 3 hours.

(3) At the end of the term, the speed of spinning on the *charkha* (including winding) should reach 5 *lattis* of 28 counts yarn in 3 hours.

(4) The daily average speed of spinning (including carding) for the term should be $3\frac{1}{2}$ *lattis* of 28 counts yarn in 3 hours. The total production will be 126 *goondis* weighing 2 $\frac{1}{2}$ *seers*.

Problems connected with the Mechanics of Spinning

(1) The speed of spinning is increased by a pulley of a smaller diameter. But why is it more difficult to wind the yarn?

(2) What should be the distance between the centres of the two wheels of the Yeravda *charkha*?

(3) Why is the actual number of revolutions less than the calculated number of revolutions (slippage)?

CLASS V—FIRST TERM

Spinning

(1) In this term the students should be taught the Andhra method of ginning and carding, and spinning yarn to 40 counts; but the spinning should continue to be on the Yeravda *charkha*.

(2) At the end of the term the speed of spinning (including winding) should reach 2 *lattis* of 40 counts yarn in 2 hours.

(3) In this term the students should also be taught to spin on the Magan *charkha*.

(4) The speed of spinning on the Magan *charkha* (including winding) at the end of the term should reach $2\frac{1}{2}$ *lattis* of 24 counts yarn in an hour.

(5) The daily average speed of spinning (including ginning and carding) for the term on the Yeravda *charkha* should reach $1\frac{1}{4}$ *lattis* of 40 counts yarn in two hours, and on the Magan *charkha* (including carding) $1\frac{1}{2}$ *lattis* of 24 counts yarn in one hour.

(6) The total production for six months will be 45 *goondis* of 40 counts yarn weighing $\frac{1}{2}$ seer 1 *chatak* and 54 *goondis* of 24 counts yarn weighing 1 seer 2 *chataks*.

CLASS V—SECOND TERM

(1) In this term the students should be taught to spin yarn to 60 counts.

(2) The following subjects should be taught with the correlated theoretical knowledge :

(a) The length of yarn necessary to produce 1 yard of cloth ;

(b) The necessary twist required in one inch of yarn for a particular count ;

(c) The ratio of the revolution of the spindle to the revolution of the wheel.

(3) In this term the students should also be taught how to straighten the spindle.

(4) During this term the students should also gain a comparative knowledge of the different types of *charkha*, such as the Yeravda *Charkha*, the Magan *charkha* and the Savli *charkha*.

(5) At the end of the term the speed of spinning on the *takli* (including winding) should reach 3 *lattis* of 16 counts yarn in three hours.

(6) At the end of the term the speed of spinning (including ginning and carding) 60 counts yarn should reach 2 *lattis* in 2 hours ; and the speed of spinning (including carding) 28 counts yarn on the Magan *charkha* should reach 3 *lattis* in one hour.

(7) The daily average speed of spinning during this term will be $1\frac{1}{4}$ *lattis* of 60 counts yarn and 2 *lattis* of 28 counts yarn. The total production will be 45 *goondis* of 60 counts yarn weighing 6 *chataks* and 72 *goondis* of 28 counts yarn weighing 1 seer $4\frac{1}{2}$ *chataks*.

Problems connected with the Mechanics of Spinning

- (1) Why does the pulley lean on the slanting side of the spindle?
- (2) If the rate of revolution of the spindle is to be increased, which should be increased: the diameter of the driving wheel or of the intermediate wheel?
- (3) Uses of the different kinds of *mal* (cotton, gut and leather). Principle of belting.
- (4) Uses of *jyotar*.
- (5) Where should the handle of the carding-bow be fixed? Principle of balance.
- (6) The advantage of keeping the two *mals* of the Savli *charkha* parallel.
- (7) Where should the handle be kept in the wheel of the Yeravda *charkha*, according to the grain of the wood?
- (8) What is the effect and difference in the friction of wood on wood and wood on iron?
- (9) Where should the pulley be set in the spindle?
- (10) The differing effect of brass, ball iron and wood bearings on the axle of the wheel, from the point of view of friction, with regard to iron axles and wooden axles.

Weaving Section

CLASSES VI AND VII

(1) The craft of weaving is so wide in scope that it is not possible to give the students a complete training in this craft in two years. Two alternative courses have been suggested. A school may provide for both the courses allowing the student to choose one. In either case, however, the course of two years will serve only as an introduction, and a student who wishes to have a complete knowledge of this handicraft should continue his training after this period.

(2) At this stage the student will be only 13-14 years old. The course described is, therefore, of an elementary nature.

(3) At the end of five years the students should have a fairly high knowledge of spinning. It has, therefore, not been included in the school time-table, but the students should continue to spin at home, and the school should make the necessary arrangements for the students to get the proper value of yarn produced at home——either in money or in cloth.

CLASS VI—WEAVING

First Year

(1) The course of weaving has not been divided into half-yearly terms, but into two terms of a year each, in consideration of the special nature of the craft of weaving.

(2) The following processes should be taught to the students in the first year:

(a) Winding.

- (b) Reeling.
- (c) Piecing.
- (d) Warping (on the warping frame).
- (e) (i) Spreading and distributing.
- (ii) Sizing.
- (f) Double-warp weaving (on the hand-loom).

(3) At the end of the year the speed in the above-processes should be as follows :

(a) Winding	... ..	5 goondis in an hour.
(b) Reeling	... ..	3 goondis in an hour.
(c) Piecing	... ..	2½ punjams (60 holes of a reed) in an hour.
(d) Warping	... ..	2½ punjams (60 holes of a reed) in an hour.
(e) (i) Spreading and distributing.	} Both the processes in 3 hours.	
(ii) Sizing.		
(f) Weaving (with filled bobbins)		2 yards in 3 hours.

(4) In a year the total length of cloth woven by each student with all the processes should be 108 yards.

CLASS VII—WEAVING

Second Year

(1) In this year, too, the students should continue the training of double warp weaving but they should also be taught pattern-weaving, such as honey-comb towels, coloured coatings, etc.

(2) During this year, the students should learn to calculate, with the correlated theoretical knowledge, the particular count of yarn necessary for a particular type of *punjam*.

(3) The speed of weaving at the end of the year (on the fly-shuttle loom with filled bobbins) should be 3½ yards in 3 hours.

(4) The total amount of cloth woven in the year by each student should be 216 yards.

Problems connected with the Mechanics of Spinning and Weaving

(1) The principles of lever.

The uses of the different kinds of levers should be explained by practical work in connection with the hand-loom.

The uses of the lever in the loom for shedding motion.

(2) Principles of wedge and corkscrew, practically, in connection with the ginning machine.

(3) What will be the effect on the count of yarn and speed of spinning, if the spindle of the *takli* be made of wood instead of iron?

(4) What will be the effect on the speed of spinning if the disc of the *takli* is light or heavy?

- (5) What is the relation, and proportion in size and length, of the spindle and the disc?
- (6) What should be the position of the disc on the *takli*?
- (7) Advantages and disadvantages of the U and V shaped pulleys.
- (8) Necessary information regarding deflection of beams. What is the effect of graining on strength of wood?
- (9) Principle of crank in connection with the Magan *charkha*.

General Mechanics

- (1) The advantage of supporting the upper wheel of the grinding mill on the central pin. A lever can be used for increasing or decreasing the pressure on the lower wheel.
- (2) The pulley used for drawing water from the well is a kind of lever.
- (3) What is the difference in strength between horizontal, upright and sloping pillars?
- (4) The pendulum of the clock.
- (5) Resultant of forces— to be taught by practical application.

Tape and Duree Weaving

CLASS VI—FIRST YEAR

- (1) In this department the students should be taught the following processes :

Twisting the yarn.
Rope-making.
Preparing the warp.
Preparing the heddle.

Weaving tapes, durees, asans, and carpets of different designs.

- (2) In the first year, the students should be taught to weave white and coloured tapes, lace, white and coloured *asans*, and white durees.

CLASS VII—SECOND YEAR

- (1) During this year the students should be taught how to weave coloured durees and carpets. The whole year will be devoted to this work as the durees and carpets will be of different designs.
-

(iii) A SEVEN YEARS' COURSE OF CARD BOARD, WOOD AND METAL WORK AS THE BASIC CRAFT

The course has been divided into two parts :—

(a) A course of card-board work.

(b) A course of wood and metal work.

(1) As children under 9 are not able to handle hard materials such as wood or metal, or the more difficult tools necessary for wood or metal work, card-board work should be taught as the basic craft for the first two grades of the course.

(2) Wood work should begin in Class III and work with metals used in connection with woodwork should be introduced in Class V.

(3) In Classes VI and VII the pupil may choose either wood or metal work, according to his/her natural inclination.

(4) There is also an optional course of wood and metal work as basic craft for Classes VI and VII, and an optional course of card-board work for 3 month in Classes VI and VII.

(5) In order to draw the fullest educative value from card-board, wood and metal work as a basic craft, the following conditions must be fulfilled :

(i) The system of instruction to be employed should be methodical, and must be imparted by trained teachers in a systematic way. Skilled artisans cannot be expected to convey to the students the fullest educative value and implication of the training in handicraft.

(ii) A well-chosen pedagogical series of models of exercises should be furnished as a guide for instruction. These models must be useful objects which can be used in daily life, but they must also be simple and beautiful from the aesthetic point of view. Therefore this series of models must, from its very nature, vary and be elastic in the light of its utility in rural and industrial areas.

CARD-BOARD WORK

CLASS I

(1) *Practical*—

A series of exercises which involve the modification of materials such as card-board, paper and cloth, by means of one or more tools or instruments in a prescribed way and for a particular end. Thus the method embraces say 20 models, of which at least eight must be made by every pupil during the first year of schooling :

(a) Routine board (for school or class use).

(b) Box for collection of specimens (nature study work).

(c) Simple albums for—

(i) History work.

(ii) Nature-study work.

(d) Blotting-pad—

(i) simple.

(ii) double.

for use at school and also for sale.

- (e) Portfolio.
 - (f) Note-book binding.
 - (g) Book-carrier.
 - (h) An extra model.
- (2) *Theoretical*—
- (a) Tools and their uses.
 - (b) Simple measurements involving the use of
 - (i) inch, foot and the metric system.
 - (ii) weights—*seers, chataks and tolas*.
 - (c) Counting—simple problems in addition and subtraction.
 - (d) Recognition of simple geometrical forms.

CARD-BOARD WORK

CLASS II

Drawing—

Introduction ; necessity for drawings method of preparing such drawings.

Use of the following instruments :—Rule, set square, compass.

Parallel, perpendicular, oblique lines and lining in.

Circle—centre, radius, circumference.

Square, quadrangle, sexagon, octagon.

Graphical representation of the children's own work.

Practical—

(1) Colour decorations on hand-made paper for mounting. Each child should make at least half-a-dozen sheets of paper.

(2) Execution of any eight of the following models :

(a) Sliding box for keeping brushes, pencils, pens, etc.

(b) Slanting quadrangular tray for keeping nibs, pencils, pens, etc.

(c) Sexagonal tray for the same purpose ; paper mounting.

(d) Sexagonal box with cover (cloth mounting).

N. B.—Models of nos. (c) and (d) should be given to the pupils to serve as models in their future private activities.

(e) Box with hinged cover.

(f) Sexagonal box with hinged cover.

(g) Blotting pad.

(h) Portfolio.

(i) simple.

(ii) complex.

(i) Round box.

(j) Two boxes of different kinds.

(k) Album, simple, with pad, leather covering.

WOOD-WORK

CLASS III

Theoretical and practical work combined—

(1) Tools and their uses.

(2) Execution of at least seven exercises (selection must be the child's design to be supplied).

(3) Two extra models from the child's own design.

N. B.—In schools belonging to rural areas, the following models are suggested:

- (a) Handle of *khurpi*.
- (b) Ladder.
- (c) Small stool for water vessel.
- (d) Stand for filtering water.
- (e) A small desk for writing and reading.
- (f) (i) a small bookshelf (open),
(ii) rack for keeping clothes,
(iii) *alna*,
(iv) wall rack.
- (g) A corner shelf for keeping household things.
- (h) A simple wooden cot
- (i) A wooden box according to requirements.

(4) Sawing, planing, method of sizing, boring, grooving, simple joinings. All these should be taught through making the objects or exercises of the pedagogical series.

WOOD-WORK

CLASS IV

Practical—

1. (a) Ten models to be executed.
(b) Two additional models from the pupils' own drawing.
(c) Four kinds of joinings.
2. *Drawings and graphic representations of the exercises—*
 - (a) How to draw lines.
 - (b) The use of the set-square.
 - (c) Erecting perpendiculars.
 - (d) How to obtain various angles.
 - (e) Method of setting the compass.
 - (f) Use of the compass and drawing board.
 - (g) Use of rubber.
 - (h) Use of T-square.
3. *Orthographical projection—*
 - (a) The dihedral angles.
 - (b) Analysis of models.
 - (c) Definition of the following :—Point, line, angle, square, circle (centre, radius, circumference).

Theoretical—

- (1) Growth of trees—
 - (a) Notes dealing with seasoning, shrinkage.
 - (b) Parts of growing trees.
 - (c) Seeds, germination.
 - (d) Roots and their functions.
 - (e) Root food in soluble form.
 - (f) Ascending sap.
 - (g) Evaporation from leaves.
 - (h) Carbon extracted from air.

(i) Life-period of trees.

(j) Time for felling.

Practical demonstration—

Transverse section of a tree—

(a) Annual ring.

(b) Cause of visibility of rings.

(c) Composition of rings.

(d) Heart wood.

(e) Sap wood.

(f) Bark and its use.

(g) Growth of bark and pith.

Mechanics of woodwork—

(a) Matter.

(b) Measurement.

(c) Metric system :

(i) fractions.

(ii) rule of three.

(d) Weight. (Indian system as well as international and English.)

(e) Density.

(f) Specific gravity.

(g) Force and work.

(h) Graphic representation.

(i) Parallelogram of forces.

(j) Resolution of forces.

(k) Mechanical devices.

(l) Levers.

Geography of wood—

Kinds of indigenous wood—

(a) Soft wood. Hard wood.

(b) Reeds and bamboos.

(c) Wood-growing provinces of India.

(d) National income from wood.

(e) Export and import.

N. B.—The theoretical instruction should be imparted as much as possible through the practical performance of the work. The theoretical terms should be pointed out only while drawing after the execution of a model.

WOOD-WORK

CLASS V

Practical—

(1) Execution of ten models or exercises.

(2) Two extra models from the pupils' own design.

(3) Colouring. High Polishing.

(4) Preparation of polish.

Theoretical—

(1) Structure of wood :

(a) Carbon (C).

- (b) Oxygen (O).
- (c) Nitrogen (N).
- (d) Hydrogen (H).
- (e) Sulphur (S).
- (f) Protoplasm.
- (g) Charcoal.

(2) Proper introduction of metals used in connection with wood-work :

(a) *Iron*—The ore, smelting. Nature of cast iron (experiment and test). Wrought iron. Conversion of cast iron into wrought iron.

Steel. Experiments.

Conversion of iron into steel.

Properties of steel.

Hardening and tempering.

(b) *Brass*. An alloy, zinc, 1 part, copper 2 parts by weight.

What is an alloy? Properties of brass.

(c) *Copper*. The ore. Process of extraction.

(d) *Zinc*. The ore. Process of extraction.

WOOD-WORK

CLASS VI

During this year, the pupils must work mainly on a productive basis, and can choose one of the two basic crafts : wood or metal.

Woodwork.

Execution of articles (useful objects which must be saleable in the market).

Theoretical—

Notes on the parts of tools and how they are made.

(2) Notes on seasoning timber :

(a) Tree containing sap.

(b) Condition of wood after cutting.

(c) Evaporation and shrinkage.

(d) Necessity for seasoning.

(e) Different methods of seasoning.

(i) Natural seasoning.

(ii) Artificial seasoning. Hot water, running stream, smoke drying.

(3) Elementary knowledge of costing of the articles.

WOOD-WORK

CLASS VII

Practical—

(1) Manufacture of articles saleable in the market and execution of commodities against local orders, if forthcoming. Each pupil should be made so efficient as to earn Rs.5 per mensem.

(2) High polishing.

(3) Carving.

(4) Designing.

(5) Keeping accounts. Method of costing.

Theoretical—

- (1) The usefulness of wood in general.
- (2) Designing.

Proposed planned model or exercise series

Group A :

- (1) Wall-rack.
- (2) Propeller : (a) simple, (b) for actual use.
- (3) Sliding box for pencil, pen, brush, etc.
- (4) Stools of different kinds.
- (5) Writing desk.
- (6) Pot stand.
- (7) Flag stand.
- (8) Book stand.
- (9) *Alna* of different kinds.
- (10) Mallet.
- (11) Wooden trays of different shapes.
- (12) (a) Table, (b) axe handle, (c) knife handle, etc.
- (13) Cot.
- (14) Corner shelf.
- (15) Small almirahs with doors.

Extra models as planned by students.

Group B :

- (1) Spoons of various shapes.
 - (2) Wooden trays out of one piece of wood.
 - (3) (a) File carriers.
(b) Wall-rack for lamp.
 - (4) Candle stands of various shapes.
 - (5) (a) Electric light stands of various shapes.
(b) Hanging lamp shades of various shapes.
 - (6) Simple writing table.
 - (7) Portable folding table.
 - (8) Boxes of different kinds and of different types of joining.
- Extra models as planned by pupils.

Group C :

- (1) Small boat.
- (2) Chairs.
- (3) Tables.
- (4) Clock frames.
- (5) Ladder.

Extra models as planned by the pupils.

The above lists are tentative suggestions. The models executed will vary according to local conditions and requirements.

Syllabus in Metal-work for Classes VI and VII

The underlying principles of introducing light metal-work are the same as those for other work, viz. the modification of materials such as iron, copper, brass, zinc, or any other alloy by means of one or more tools in a prescribed way, for a particular end or object.

List of some of the models to be executed

- (1) Simple door lock.
- (2) Chain lock.
- (3) Hinges.
- (4) *Khurpi*.
- (5) Various stands for iron.
- (6) Paper-boring instruments.
- (7) Calipper.
- (8) Soldering instruments.
- (9) Screw-drivers.
- (10) Compass.
- (11) Chisel.
- (12) Farm knife.
- (13) Candle-stands.
- (14) Book-stand.
- (15) Wall candle-stand.
- (16) Stands (of various sizes) for keeping utensils.
- (17) Fruit-plucker.
- (18) Trays of different shapes and sizes.
- (19) Boxes.
- (20) Sun-dial.
- (21) Farm rake.

At least fifteen of the above, and extra two additional objects, which must be of the pupil's own design, must be executed. They must be useful objects.

Theoretical and practical work combined

- (a) Oxidising.
- (b) Filling.
- (c) Hardening and tempering.
- (d) Blackening process.
- (e) Cleaning and polishing.

An optional course in card-board work for the students of Class VII.

CLASS VII

Those who have already taken card-board work during the first two years of the basic course should be given an opportunity of repeating the work in card-board, and of applying the higher technique acquired through their training in wood and metal work. Those who have taken other basic crafts, viz., spinning and weaving should also have an opportunity of learning something of card-board work.

A three months' course in card-board work.

Practical—

Series of exercises, pedagogically selected, of objects required in school, office and at home.

- (1) Routine board.
- (2) Pencil tray.
- (3) Pencil box.

- (4) Sexagonal tray.
- (5) Blotting pad and writing board.
- (6) Blotting pad with case for paper.
- (7) Letter carrier.
- (8) Card-board box (standing).
- (9) Portfolio : (a) simple, (b) complex.
- (10) Boxes of different shapes.
- (11) Note-book binding.
- (12) Album.

Theoretical—

- (1) Point, line, angle, perpendicular, parallel lines, square, circle (centre, radius, circumference).
- (2) Graphical representations of works or models made.
- (3) Measurement : inch, foot, the metric system.

An optional course in wood or metal-work during the last two years of the basic course.

CLASSES VI AND VII

Theoretical—

- (1) Introduction to tools : Their use and how to handle them.
- (2) Introduction to drawing instruments : Their use and how to handle them.
- (3) Demonstration of the use of drawing instruments on—Parallel, perpendicular, oblique lines.

Method of setting the compass.

Projection : Plans, elevation, and section.

Circles : Centre, radius, circumference.

Square, quadrangle, sexagon, octagon, etc.

- (4) Graphical representation of one's own work.

Practical—

- (1) At least 15 models to be executed by each pupil, and
- (2) Through models, eight different kinds of joinings.
- (3) Polishing.
- (4) Colouring.

Theoretical and practical demonstration in the following :

- (1) Matter.
 - (2) Measurement.
 - (3) Metric system : (a) fractions. (b) rule of three.
 - (4) Weight. (Indian system as well as international and English).
 - (5) Density.
 - (6) Specific gravity.
 - (7) Force and work.
 - (8) Graphic representation.
 - (9) Parallelogram of forces.
 - (10) Resolution of forces.
 - (11) Mechanical devices.
 - (12) Lever.
-

(b) HINDUSTANI

CLASS I

(1) *Oral Self-Expression*—

Conversation centering round names and description of different parts of the human body, clothes, class-room, equipment and processes in craft work, natural phenomena, events in daily life.

(2) *Stories*—

- (a) Myths and legends.
- (b) Folk-tales.
- (c) Fables and stories of animal life.
- (d) Stories of life in different lands.
- (e) Tales of primitive man and life in ancient times.
- (f) Stories of school life and family life.

N.B.—Items (d), (e) and (f) will also cover the syllabus in social studies.

(3) *Recitation of simple poems.*

(4) *Dramatisation.*

(5) *Ability to read simple words and sentences.*

The work in Hindustani will be entirely oral during the pupil's first six months in school.

CLASS II

(1) *Oral Self-Expression*—

(a) Extension of the child's vocabulary—recapitulation of new words and expressions learnt by the children in their craft work, mathematics, nature-study and social studies.

(b) Descriptive self-expression—describing objects, animals, people and happenings within the child's environment; describing the different village crafts and occupations, fairs, festivals, etc.

(2) *Recitation and dramatisation.*

(3) *Stories*—

A continuation of the syllabus outlined in Class I.

(4) *Reading*—

Simple books which should contain lessons on the following :

- (a) Life in nature (plants, birds, etc.).
- (b) The child's social environment, his home, school and village.
- (c) Health and hygiene.
- (d) Local agencies of community welfare.
- (e) Crafts.
- (g) Stories and legends.
- (h) Life of children in other lands.

(5) *Writing*—

- (a) Simple words and sentences.
- (b) Calligraphy.

CLASS III

(1) *Oral Self-Expression*—

Continuation of the work detailed in Class II, telling of simple stories.

(2) *Reading*—

Simple books whose material should be on the same lines as those outlined in the syllabus for Class II together with life stories of some great benefactors of mankind, e.g., Ram, Krishna, Buddha, Christ, Mohammad.

(Some members object to the list of benefactors in this class being exclusive for religious leaders only).

(a) Reading aloud, with special attention to clearness of pronunciation, and expression.

(b) Silent reading of easy passages.

(3) *Writing*—

(a) Writing of short sentences from dictation.

(b) Writing of simple letters, descriptions and stories

(c) Calligraphy.

(d) Daily record of weather observations.

(4) *Recitation and dramatisation*—

CLASS IV

(1) *Oral Self-Expression*—

In addition to work outlined in Classes I, II and III.

(a) Making of short speeches on a given subject in connection with craft work, social studies and general science.

(b) Taking part in discussions on subjects of living interest.

N.B.—The above two purposes can be fulfilled by starting a discussion group or a debating club for the members of Classes IV and V.

(2) *Reading*—

The reading material in Class IV, in addition to the topics already outlined for Class III, should contain the following:

(a) Stories of village crafts and craftsmen. Stories of important arts and crafts in different lands and ages, e.g. building, cloth-making, pottery, etc.

(b) Stories of great inventors and inventions.

(c) Stories of great discoverers and discoveries. (See the syllabus in Social Studies).

(d) Life of people in certain typical regions of the world.

(e) Stories of some great benefactors and liberators of mankind, e.g. Zoroaster, Ashok, Nanak, Kabir, Socrates, Garibaldi, Husain, Lincoln, Pasteur, Davy, Franklin, Joan of Arc, Florence Nightingale, Tolstoy, Booker, Washington, Sun Yat Sen, Gandhi, Lenin (to be covered in Classes IV and V).

N.B.—(1) All these topics will be closely correlated with work in Social Studies.

(2) Some members are opposed to the inclusion of Lenin in this list.

(3) *Writing—*

- (a) Creative writing—Stories, original compositions.
 - (b) Writing from dictation.
 - (c) Writing of simple and business letters.
 - (d) Keeping a daily and monthly record of individual and class progress in the basic craft, and other interesting experiences.
- (4) Contribution to a magazine for Junior Pupils (Classes IV and V) and preparing a news bulletin.
- (5) Calligraphy.

N.B.—Amongst other topics, this magazine should include the following:

- (a) A monthly record of the progress of the class in the basic handicraft.
- (b) Daily and monthly weather reports.
- (c) Health reports of class, family and village.
- (d) Reports of geographical and social survey.
- (e) Current events.

CLASS V

In addition to the work—oral, written and reading—outlined in the syllabus for Class IV which will be continued, the following new items will be introduced :

- (1) A simple and practical knowledge of the construction of the Hindustani and the function of words.
- (2) The use of the dictionary, the list of contents and the index, etc.
- (3) Learning of the Urdu or Hindi script whichever is new to the child.

CLASS VI

(1) *General reading—*

Individual reading on general subjects under the guidance of the teacher, of simple books, pamphlets and articles dealing with topics outlined for Classes IV and V together with the following :

- (a) Recent geographical expeditions, e.g. Everest, North Pole.
- (b) Work of community welfare and community hygiene, including illustrations from other countries.
- (c) Agriculture in India and in other lands. The life of the farmer in India and in other lands.

(2) *Study of literature—*

- (a) A representative collection of selections from the literature.
- (b) Selections from the masterpieces of various Indian literatures.
- (c) For teaching of literature attention to be paid to the following :

Formation of words.
Formation of sentences.
Symmetry of structure-elements of a good style.

(3) *Self-Expression-Oral and Written—*

In addition to the syllabus outlined for Classes IV and V.

- (a) Preparing a daily news-sheet.
- (b) Editing a senior school magazine for Classes VI and VII.
- (c) Preparing notices, announcements and advertisements.

- (d) Filling up business forms.
- (e) Writing letters of social utility—invitation, condolence, apology, etc.
- (f) Ability to give a short speech or to take part in a discussion on a given subject.

(4) Second script.

CLASS VII

- (1) General reading as outlined in the syllabus for Class VI.
- (2) *Study of Literature*—
 - (a) A more advanced course similar to that for Class VI.
 - (b) A selection from the masterpieces of world literature, translated into the child's mother-tongue.
 - (c) A history of the Hindustani literature.
- N.B.—These text-books should also include—
 - (a) A few passages of advanced literature for intensive study.
 - (b) Extracts from the scriptures and religious writings of the principal world religions.
- (3) *Self-Expression in speech and writing*—
 - (a) Continuation of the work outlined in the syllabus for Class VI.
 - (b) Preparing reports of completed work, such as health campaign, village sanitation projects, etc.
 - (c) Preparing plans or instructions for a proposed piece of work.
 - (d) Preparing a small pamphlet on any subject chosen by the student himself.
 - (e) The senior students (thirteen to fourteen years) will organize their own discussion groups and dramatic clubs like the juniors (ten to twelve years). These discussions and entertainments should be more intimately related to the life of the village, and should make an attempt at attracting the adult population of the village.

During the last two years, the students will be expected to organize programmes of socially useful work in the villages, such as adult education, health campaigns, the celebration of national and cultural festivals, etc. These should provide occasions for the students to give short and simple talks to the villagers on practical subjects.

NOTE.—If the text-books contain 300 pages, the following distribution between various parts should be taken as a guide to the compilers:

Class				Total	Hindustani	First language	Second language
V	..	..	..	300	150	100	50
VI	..	..	..	300	100	150	50
VII	..	..	..	300	100	150	50

(c) MATHEMATICS

CLASS I

First term—

(1) Counting up to 100 (with concrete objects); giving an idea that our system of counting is based upon units of ten.

(2) Counting by tens, fives and twos up to 100.

(3) Recognition of big and small numbers at sight.

Second term—

(1) Counting up to 100 (with concrete objects), extension of the idea of the decimal system in counting.

(2) Mental addition and subtraction of numbers not exceeding ten. Thorough mastery of addition and subtraction tables up to 10 is necessary.

(3) Meaning of signs + and —

(4) Simple problems in addition and subtraction up to 10.

(5) Writing of numbers up to 100.

(6) Simple measurements involving the use of—

(a) yard, foot, inch and *hath* (18").

(b) seers, chhataks and tolas.

(7) Recognition of simple geometrical forms :

Straight lines; curved lines; a straight line as the shortest distance between two given points.

CLASS II

(1) Numeration and notation up to 999.

(2) Addition and subtraction tables up to 20.

(3) Addition of two and three figure numbers in vertical and in horizontal columns, the sum not exceeding 999.

(4) Subtraction from any two or three figure numbers.

(5) Multiplication tables up to 10 by 10; meaning of signs \times and \div

(6) Simple multiplication of numbers, the result not exceeding three digits.

(7) Short division of numbers up to three digits by numbers up to 9.

(8) Practice in measuring length and weight.

Tables of money : Rupee, anna, pice and pie.

Tables of weight : Panseri, seer, chhatak and tola or corresponding local measure.

Tables of length : yard, foot, inch, *hath*, *goondi*, *latti*, *kalli*, etc.

(9) Recognition of common geometrical figures :

Square, rectangle, triangle and circle.

CLASS III

(1) Numeration and notation of numbers up to 7 digits

(2) Addition and subtraction to be continued. Practice in the processes and in problems of every day occurrence.

- (3) Multiplication tables up to 16 by 16.
- (4) Multiplication long, the result not exceeding 7 digits.
- (5) Long division, by numbers up to 3 digits.
- (6) Reduction (ascending and descending) in measures of money, length and weight.
 - (a) Rupee, anna, pice, pie.
 - (b) Yard, foot, inch.
 - (c) Seer, chhatak, tola.
- (7) Simple problems in compound addition and subtraction.
- (8) Indian system of writing :
Rs. as. ps. and mds. seers and ch.
- (9) Idea of fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$.
- (10) Construction by manipulation of concrete objects and learning of the fractional tables of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ up to 20.
- (11) Recognition of angles :
Acute, obtuse and right.
- (12) Recognition of common solids :
Cylinder, cone, sphere, cube.
- (13) Tables of weight, length, capacity and time :
Seer, panner, maund, kandi.
Yard, pole, furlong, mile.
Local measures of capacity.
Second, minute, hour, day, week, month, year.

CLASS IV

- (1) Notation and Numeration complete.
- (2) Four simple rules complete.
- (3) Compound addition and subtraction.
- (4) Compound multiplication and division.
- (5) *Rekha Bhinna*, i.e. addition, subtraction, multiplication, and division of Rs. as. ps. and Mds. seers. and chs. by the quarter system.
(N.B.—The division must be by a whole number and not by a fraction).
- (6) Simple fractions of denominators, 10, 12, 14, 16 and 20.
- (7) L. C. M. by factors of the above.
- (8) Addition and subtraction of fractions of denominators given above.
- (9) Comparison of British and Indian measures of weight :
Pound, seer, ton, kandi.
- (10) Gurs (formulae for calculation) in connection with tables of measures learnt in the 3rd and 4th years.
- (11) Book-keeping :—Keeping of stock-book for individual craft work

Practical Geometry—

- (1) Square measure, area of a square and rectangle.
In this connection students will learn how to draw—
 - (a) Perpendicular to a given line.
 - (b) A parallel line to a given straight line.
- (2) Measure.

CLASS V

(1) Revision work in the four fundamental rules, simple and compound.

(2) L. C. M. and H. C. F.

(3) Vulgar fractions complete (complex fractions to be avoided).

(4) Simple and compound practice.

(5) Unitary Method.

Book-Keeping—

(1) Budgeting (Home, farm and festivals).

(2) Keeping of stock and record books (for individual and class work).

(3) Cash-book and Ledger. (Cash transactions of goods and money relating to craft, school and home.)

(4) Monthly statements of accounts. (Receipts and disbursements.)

(5) Profit and loss account, where no stock is left at the end of the year.

Practical Geometry—

(1) Calculation of areas :

Triangle, parallelogram.

(2) Circle, ratio of the circumference to diameter, area of a circle.

(3) Field work, drawing areas to scale. Bigha and acre compared.

In this connection the student will learn how—

(a) to make an angle equal to a given angle,

(b) to bisect or trisect a line; to bisect an angle,

(c) to make a triangle equal to a given triangle, rectangle or parallelogram, and

(d) to find the centre of a circle or an arc.

CLASS VI

(1) Reading and writing of decimal fractions.

(2) Addition, subtraction, multiplication and division of decimal fractions.

(3) The idea of approximation.

(4) Percentages.

(5) Simple interest.

(6) Profit and loss.

(7) Use of algebraic methods in solving simple arithmetical problems, simple equations.

Book-Keeping—

(1) Continuation of the work of Class V.

(2) Transactions on credit and *havalas*.

(3) Trial balance.

Practical Geometry—

(1) Calculation of areas, continued from the work of Class V. Field work in connection with patwari measurements of fields, etc.

(2) Construction of a triangle or a rectangle equal in area to a given polygon.

(3) Calculations of Volumes of—

Cube, cuboid, cylinder.

This is to be taken in connection with earthwork, making of walls, digging wells, etc.

NOTE—The pupils should actually determine the areas of fields in the neighbourhood of schools by means of measuring chains, sticks and right angles according to the practice of the district.

CLASS VII

- (1) Revision and extension of previous work.
- (2) Ratio and proportion—rule of three.
- (3) Time, work and speed.
- (4) Simple formulae representing rules and *gurs* for the calculation of areas, volumes, interest.
- (5) Compound interest.
- (6) Graphs; proofs of propositions on areas of triangles and parallelograms by counting squares.
- (7) Square root.
- (8) Simple usual methods of judging heights and distances.
- (9) Pythagoras theorem.

Book-Keeping—

- (1) Trading account.
- (2) Profit and loss account.
- (3) Balance sheet.

Practical Geometry—

- (1) Revision of previous work.
- (2) Formulae for the calculation of areas, volumes.
- (3) Drawing of areas to scale.

The following questions on Geometry to be solved at first by practical methods; the proof of the answer of some of them should be given later as an example of logical reasoning :

- (1) What is the sum of two angles got by one straight line standing on another?
 - (2) Can you draw vertically opposite angles which are unequal?
 - (3) What is the sum of the angles of a triangle; is that sum the same for all the triangles?
 - (4) Can you draw a triangle, one side of which is greater than the other two?
 - (5) What is the shortest distance from a point to a straight line?
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(d) SOCIAL STUDIES

CLASS I

I—*Life of Children in Distant Lands.*

Bedouins, Eskimos, African Pygmies, Kirghiz; Bhil. Nepali, Punjabi.

N.B.—Much of the work can be done orally in the time allotted to the Hindustani in the forms of stories and dramatisation.

II—*Training for Civic Life*

1. *Life of the child in the school :*

Civic training will be imparted by practical training aiming at the development of the following attitudes and habits :

(a) Cleanliness and Sanitation—

- (i) Personal cleanliness (refer to the syllabus of General Science).
- (ii) Cleanliness of clothes.
- (iii) Proper use of latrines and urinals.
- (iv) Proper use of waste-paper basket and dustbin.
- (v) Keeping the class-room and the school cup-boards clean.
- (vi) Care and proper use of the school drinking water.

(b) Social Responsibilities—

- (i) Proper greeting of teachers and school-follows.
- (ii) Using of clean language.
- (iii) Asking and answering questions politely.
- (iv) Waiting for one's turn in speaking.
- (v) Making use of the queue system.

(c) Craft Work—

- (i) Proper use of work materials and equipment.
- (ii) Sharing materials and equipment with others.
- (iii) Working in groups.
- (iv) Waiting for one's turn.
- (v) Leaving the class-room clean and replacing the material and equipment in proper order after work.

(d) Games—

- (i) Fair play (To refrain from cheating and deceiving).
- (ii) To refrain from taking advantage of the weak.
- (iii) Importance of truthfulness above all gain or victory.

(e) Discharge of responsibilities—

Besides the above mentioned practical training every child should have some definite responsibility in the school life, either individually or as member of a group. The following responsibilities are suggested for groups of children, between seven and nine years of age :

- (i) Cleanliness of class-room.

- (ii) Cleanliness of the school compound.
- (iii) Care of the school drinking water.
- (iv) Collection of leaves, flowers, stones, feathers, bark, wood, etc., for the school museum.
- (v) Helping to decorate the school for festivals, etc.
- (vi) Entertaining the school and the village.
- (vii) Helping new students.

2. *The Life of the Child in his Home :*

(a) The home as an ordered community, and the part played by every member in this unit

The place of father and mother in the home.

The place of brothers, sisters and cousins in the home.

The place of other relations in the home.

The place of the servants in the home.

(b) The child's place in the family, and his responsibilities towards the elder and younger members.

(c) The proper discharge of particular duties assigned to him in the home.

3. History (detailed syllabus attached).

CLASS II

1. *Life of Children in provinces :*

The life of an Afridi boy.

The life of a Chinese boy.

The life of a Bengali boy.

The life of a Malabari boy.

The life of a Tamil boy.

The life of a Gujrati boy.

The life of a boy in Persia.

The life of a boy in Japan.

Our country, its principal geographical features and its linguistic divisions. Its place on the Globe. Information on this should be given in the form of songs in praise of mother India and explained with reference to a globe and a map of India containing only the required features.

N.B.—Much of the work under heading I should be included with the work in the Hindustani, in the forms of stories, reading material and dramatisation.

2. *Training for Civic Life :*

Observation of life in the village.

Food, clothing, housing, occupations, water-supply, the village bazar, places of worship, entertainments, fairs and festivals.

3. *Practical :*

Practical civic training under the following heads :

(a) The child in his school, (b) The child in his home.

Under these two heads there will be a continuation of the work outlined in the syllabus of Class I.

(c) The child and his village :

(i) Keeping the immediate neighbourhood of the home clean.

(ii) Keeping the village roads clean (if possible, the children should put up simple dust-bins in different parts of the village, and persuade their family and friends to use them).

(iii) Refraining from dirtying the village well.

(iv) Entertaining the village by participating in school celebrations.

(v) Kindness to animals.

4. History (detailed syllabus attached).

CLASS III

1. *Life of Man in Distant Lands :*

The story of a boy in New York.

The story of a boy in China.

The story of a boy in a Russian Kolhoz or Collective farm.

The story of a boy in an Indian tea plantation.

N.B.—Much of the work under 1 above will be included with the work in the Hindustani in the form of stories, reading material and dramatisation.

2. *Study of the District (including a guided tour of the district, if possible, with reference to :*

Relief, general features, climate, crops, industries, local historic monuments, means of communication, places of worship, fairs.

N.B.—During this tour, the work should be elementary and general. It should be carried further and made more precise during the industrial survey of the district to be carried out during the fourth year.

Practical work—

(a) Important features to be filled in and outline map of the district.

(b) Making of Plans ; making plans of the class-room, the school building, the school compound.

3. *Study of the Globe :*

Shape of the Earth.

Land and water spheres.

Principal sea-routes (to be studied on slate globe)—India to Europe, India to Far East, India to Australia, India to Arabia and Africa, Europe to America.

4. *A study of the Village Community :*

(a) The village and its administration. The village officers. The village panchayat—its functions.

(b) Village amenities—markets, dispensary, post office, cattle pound, roads, playground, nearest railway station.

5. *Practical Work :*

(a) Organization of the School Panchayat on the lines of the village Panchayat.

(b) Organization of social service groups (boys and girls between the ages of 9 and 12) for the following :

6. *Civic Activities :*

(i) Protection and cleanliness of streets and wells.

(ii) Protection of crops from destructive animals

(iii) Organization of games and amusement for children under 9.

(iv) Organization of entertainments for the children and adult population of the village.

(v) Participation in national and seasonal festivals,

(vi) Preparations of posters, signs, etc.

(vii) Volunteer work in village fairs, festivals, etc.

7. History (detailed syllabus attached).

CLASS IV

1—*Study of Man's Geographical Environments :*

(1) An Industrial Survey of the District—Practical. Preparation of a map of the industries of the district. Preparation of a "guide book" as a co-operative effort.

(2) Geography of the province with reference to its natural divisions, climate, agriculture, industries, communications.

(3) Distribution of hunting, fishing and forest occupations in the world.

Practical Work—A relief map of the province in clay or mud, as a co-operative effort; making of maps, charts, plans and diagrams, Patwari's map.

(4) The story of the explorations of the World—Marco Polo, Vasco de Gama, Columbus.

(5) Principal sea-routes of the World—India to Far East, India to Europe, India to Australia, India to Arabia and Africa, Europe to America.

(6) The various methods of ginning and carding used at different times and in different countries (where spinning is the basic craft).

2—*Training for Civic Life :*

(1) A study of the town as organized community, with reference to following points :

(a) Relation to the village—their mutual inter-dependence—migration from village to town.

(b) The administration of the town—municipality—rights and duties of citizens—taxes, police, law courts.

(c) Social Services : hospitals, child welfare centres, libraries and reading rooms, post office, water works, street lighting, play grounds, *akharas*.

- (d) Places of worship : Respect for all places of worship.
- (e) Amusements and entertainment : Theatres, cinemas.
- (f) Centres of education : University, Colleges and Schools, Industrial Schools.

Practical Work—

A guided trip to the nearest town if possible.

- (2) Study of Current events :

Through the daily reading of newspapers in reading circles—correlated with map study in geography and with work in the Hindustani.

- (3) Practical—

(a) Organization of self-governing units in the school on the principles of local self-government.

(b) Organization of social service groups with activities outlined in the syllabus for Class III.

(c) Celebration of national, religious or seasonal festivals.

(d) Organization of newspaper—reading circles, and discussion groups on current subjects.

- (4) Civic activities, continuation of work outlined for Class III.

3. History (detailed syllabus attached).

CLASS V

I—Study of Man's Geographical Environments :

(1) Geography of India, with reference to its natural divisions, relief climate, natural vegetation, crops, means of communication, industries, trade, population, political divisions and linguistic areas.

Practical Work—

(i) Maps, charts and diagrams showing different features of the geography of India—Relief map.

(ii) Map of the world showing the extent of the Muslim Empire.

(2) A study of the different regions of the World, with reference to the following occupations :

Commerce, Agriculture and Industries.

Practical Work—

Rain-gauge, weather observations. Maps, charts and diagrams.

(3) Story of the discovery of the world :

Livingstone, Cook, Peary, Shackleton.

(4) A history of the spinning technique in India and other countries. (To be taken during the craft period). Oral information, discussion and written composition.

2—*Training for Civic Life :*

(1) Study of Current Events through :

- (a) Group reading of newspapers.
- (b) Editing a daily news sheet.

(To be taken with the language period.)

(2) A study of the district under the following heads :

(a) District and local boards and the public utility services as organized and controlled by them : agriculture, irrigation, co-operative organizations, sanitation, and public health, medicine and education.

(b) Administration : Administrative Sub-divisions ; the district officials and their duties—law courts and the police.

(c) Agencies of social service.

(d) Means for entertainment and popular education.

(3) Civic Activities :

Continuation of the work outlined in Class IV.

3. History (detailed syllabus attached).

CLASS VI

1.—*Study of Man's Geographical Environments :*

(1) An outline geography of the main regions of the world with fuller treatment of Eurasia (to show the reaction of geographical conditions on the life and occupations of the people.)

(2) Recent explorations—Everest Expeditions, Russian Expedition to North Pole.

2.—*Training for Civic Life :*

(1) A detailed survey of the religious, social, economic and cultural life of the village, to be carried out by the students under the guidance of the teacher.

(2) Practical Work.—As the practical expression of the survey, the organization of a senior social service group, consisting of boys between the ages of 12—14 with the following activities as possible basic work :

(a) The systematic study of the region in the light of the economic and cultural needs of the people.

(b) Sanitary and hygienic inspection of dwellings, village roads and wells, protection and cleanliness of the village drinking water, and village roads.

(c) Protection against flies, bed-bugs, malarial mosquitoes and other parasites.

(d) Gathering of medicinal herbs and their cultivation for local distribution.

(e) Organization of popular lectures on health and hygiene.

(f) Propaganda for preventive measures against infectious diseases.

(g) Organization of adult education in the villages—reading of journals and newspapers, organization of kirtans, kathas and popular lectures. Spread of literacy.

(h) Care of forests, groves and other natural beauty spots—care of old mosques, temples and other historical monuments.

(i) Propaganda against all forms of injustice in the village.

(j) Organizing centres of craft training for the adult population of the village.

(k) Organizing national and religious festivals. Organizing entertainments and games for the children and adult population of the village.

3. History—Detailed syllabus attached.

CLASS VII

1.—*The Study of the Modern World :*

(1) Science in modern life—conquest of the forces of nature through scientific inventions and discoveries and their application to life :

(i) Development of rapid means of locomotion—railways, motor cars, steamships, aeroplanes.

(ii) Development of rapid means of communication of ideas—press, telephone, telegraph, radio, television.

(iii) Development of modern industry—The Industrial Revolution.

(iv) Science and Public Health.

(v) Science and Agriculture.

(vi) Science in everyday life—food, clothing, lighting, building.

(vii) Science and modern warfare : the misuse of power over nature.

(This aspect of modern history will be closely correlated with work in General Science.)

(2) The story of industrialism and imperialism in the modern world :

(i) Growth of industrialism and capitalism in the countries of the West and the growth of the industrial civilisation.

(ii) Growth of imperialism as a result of industrial civilisation. Exploitation of the races of Asia and Africa by the industrial nations of the West and by Japan.

(iii) The World War (1914—1918).

(iv) The story of socialism as a world force, its development as a reaction against capitalism and imperialism. The story of the U. S. S. R. as an experiment in industrial and socialist civilization.

(3) Democracy in the modern world :

(i) The meaning of democracy.

- (ii) Democratic institutions and communities in Ancient and Mediaeval India.
- (iii) The story of the American Republic.
- (iv) The story of the French Revolution.
- (v) Constitution of local bodies.
- (vi) The development of present Indian constitution in outline—its limitations.
- (vii) The story of the suppression of democracy in Europe.

N.B.—These topics should be presented and studied in simple and broad outline with the object of giving the student a proper orientation towards the modern world.

2. Current Events :

- (a) The present international situation (in broad outline).
- (b) Forces working for international justice and peace :
 - (i) The League of Nations, its activities and its failures.
 - (ii) Peace organizations.
 - (iii) The Satyagraha movement as a world force.

3. Outstanding Problems of Modern Indian Life :

- (a) Social, Rural Reconstruction. Social Reform. The problem of untouchability. The position of women in modern India.
- (b) Political. The history of the National Movement (continued). Indian overseas. Significance of the right of vote.
- (c) Economic. Decline of handicrafts and industries under the British rule. The problem of poverty in India.
- (d) Language. Multiplicity of languages in India; the importance of Hindustani as the national language. The Swadeshi movements. The beginning of industrialization in India. Revival of handicraft in village industries, organization of labour.
- (e) Cultural. Movements of the revival of Indian culture and national education.
- (f) Sanitation and health. Infant and women mortality. Population problem.

4. An elementary knowledge of the economic geography of the world, with special reference to the countries with which India has economic relations. (To be initiated by the study of the village bazar or the district fair).

5. An outline of the technique of weaving and agriculture in India and other lands; modern scientific methods (in correlation with the crafts), Spinning, weaving and agriculture. General features of land tenure, forestry, irrigation in India with special reference to U. P.

6. Practical activities. Continuation of the work laid down for Class VI.

7. History—syllabus attached.

HISTORY

(DETAILED SYLLABUS FOR GUIDANCE ONLY)

Classes I and II

Story of man through the ages.

I. Pre-historic Man :

(a) Early Stone Age—

- (i) Environment.
- (ii) Food, means of procuring and producing.
- (iii) Clothing and protection against weather.
- (iv) Dwelling and shelter.
- (v) Occupations—tools.
- (vi) Struggle against beast and man—weapons and arms.
- (vii) Amusements.
- (viii) Art and Expression—speech, writing, drawing, etc.,
- (ix) Religion and education.

(b) New Stone Age—

- (i)
- (ii)
- (iii)
- (iv)
- (v) } As in I(a) above.
- (vi)
- (vii)
- (viii)
- (ix)



(c) Metal Age, Bronze and Iron—

- (i)
- (ii)
- (iii)
- (iv)
- (v) } As in I(a) above.
- (vi)
- (vii)
- (viii)
- (ix)

II. Ancient Times :

- (a) The Aryans—the people of the grass-lands and plains—
 - (i) Original home.
 - (ii) Material culture.
 - (iii) Moral and religious culture.
 - (iv) Migrations.
- (b) The people of the river valleys—
 - (i) People of the Nile valley—life and culture : Pyramids, etc., etc.
 - (ii) People of the Euphrates valley—life and culture : Babylon and Assyria.
 - (iii) People of the Yellow river valley—life and culture.
 - (iv) People of the Gangetic valley.
 - (v) People of the Indus valley.
- (c) People of the Hills and Seas—
 - (i) Greeks.
 - (ii) Romans.

III. Medieval Times—Religion and Empire :

- (1) The Rajputs—Hindu Medieval Kingdoms.
- (2) The Arabs—Islamic Empire.
- (3) The Turks—Mongol and Turkish Empire.
- (4) The Franks—Holy Roman Empire.

IV. Modern Times—Nationalities and Science :

- (1) Discoveries.
- (2) Inventions.
- (3) Italians, Spaniards, French, British, German, Russian and Americans.
- (4) China, Japan, Persia, India.

Classes III and IV

Stories of India's past.

I. Ancient period :

- (1) Mohenjo Daro.
- (2) The coming of Aryans, Upanishadic life.
- (3) Ramayana.
- (4) Mahabharata.
- (5) Buddha.

- (6) Asoka.
- (7) Satvahana.
- (8) Sammudragupta.
Kalidas.
- (9) Harsha.
- (10) Rajaraja.
- (11) Bhoja.
- (12) Prithviraja.

II. Medieval period—Early :

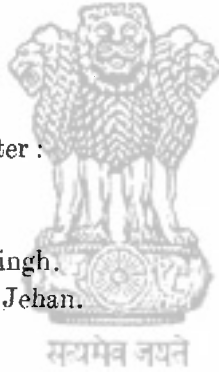
- (1) Iltumish.
- (2) Balban.
- (3) Ala Uddin Khilji.
- (4) Muhammad Tughlaq.
- (5) Muin Uddin Chishti.
- (6) Amir Khusru.
- (7) Shankaracharya.
- (8) Kabir and Nanak.
- (9) Rana Sanga.

III. Medieval period—Later :

- (1) Sher Shah Sur.
- (2) Akbar.
- (3) Abul Fazl, Man Singh.
- (4) Jahangir and Nur Jehan.
- (5) Shahjahan.
- (6) Aurangzeb.
- (7) Chand Bibi.
- (8) Tulasi Dasa.
- (9) Sivaji.
- (10) Baji Rao I.
- (11) Govind Singh.
- (12) Mahadaji Sindhia.
- (13) Tipu Sultan.
- (14) Saadat Ali Khan of Oudh.

IV. Modern Period :

- (1) Raja Ram Mohan Rai.
- (2) Sir Sayyid Ahmad Khan.



- (3) Swami Dayanand Saraswati.
- (4) Maharajah Ranjit Singh.
- (5) Ghalib.
- (6) Harish Chandra.
- (7) Dadabhai Naoroji.
- (8) Gokhale.
- (9) Tilak.

CLASS V—INTRODUCTORY AND ANCIENT INDIA

I—INTRODUCTORY

(a) *Geographical Features of India*

The Indo-Gangetic plain : its natural divisions—Sindh with Kacchi Gandar; the Punjab; the watershed of Kurukshetra; the upper Gangetic valley; the middle Gangetic valley; the lower Gangetic valley with the Surma valley; the Brahmaputra valley.

The Vindhyan system : Rajputana, Malwa, Bundelkhand, Baghelkhand-cum-Chhattisgarh, Chhota Nagpur.

The Deccan : the N.-W. Plateau or Maharashtra, the Southern plateau or Karnatak, Konkana and Kerala, the Tamil country, Ceylon, Andhra or Telingana, Orissa coast and hinterland.

The border-mountains and their regions. The Kalat plateau, Afghanistan, Balkh, Badakhshan, the Pamirs; Kafiristan and Daradistan; the Himalayan valleys from Kashmir to Bhutan.

The Indian Seas. India the centre of the civilized world till the discovery of the New World. The effect of Geography on life. Highways of India. Geographical changes.

(b) *People of India*

Indian languages, the Aryan and the Dravidian languages, the Austric and the Tibeto-Burman, Unity of Indian alphabet and literature, the Aryan race, the Dravidian, the Austric and Tibeto-Burman races; Unity in diversity.

(c) *The Dawn of Civilization*

Growth of man's economic life : the hunting stage-palaeolithic and neolithic implements; the pastoral stage and primitive agriculture;

advanced agriculture and handicrafts; the nomadic and settled societies; the state; world's first civilizations Mohenjo Daro.

II—THE EARLY ARYANS

(a) *Life of the early Aryans*

The *Vedas*; tribal society and state; the *Dāsas*; pastoral life and primitive agriculture; cotton and horticulture unknown; private property in soil, but practically no transfer; Aryan polity; election of the King; the *Sabhā* and the *Samiti*; religion; the nature-gods, *Yajnas*; social life; the status of women.

(b) *Political History*

The Mānavas and the Ailas; expansion of the Aryans; the five tribes; Dasyanta and Bharata; Northern and Southern Pāṇchāla; Rama Chandra; the Yadavas and the Kauravas; the Bhārata War. The extent of Aryan expansion at the time of the Bhārata War.

III—THE AGE OF THE MAHAJANAPADAS

(a) *Political History*

Transformation from tribal to territorial polity; the new Aryan settlements in the Godavari valley; the Andhras and Shabaras; the sixteen mahajana-padas; the kingdoms and the republics; the University of Takshashila; the first empire of Magadha.

(b) *Life in the Mahajanapada Age*

The four *Asramas*; growth of the ritual; the *upanishads*; the life-story of the Buddha; Māhāvira; economic development.

IV—THE NANDA AND MAURYA EMPIRES (C.366 B.C. TO C.211 B.C.)

(a) *The Nanda Empire and the invasion of Alexander*

Mahapadma Nanda; the Greeks and Macedonians; Alexander's campaign in India; the Kapiśa country; Pushkaravati; Ambhi; Porus and the Abhisāra king; the republican kathas, Mālavas and Kshudrakas; their struggle against the invader.

(b) *The Maurya Empire*

Chandragupta and Chānakya; liberation of the Punjab, conquest of the Magadha Empire; defeat of Seleucus; the ceded provinces; Bindusara; conquest of southern India; Aśoka; conquest of Kalinga; the Khotan Colony and beginning of *Serindia*; the organization of Maurya Empire; the five Indies.

(c) *Asoka's Dharma vijaya and the later Mauryas*

Asoka's reform of administration; his dharma-vijaya—its meaning, method and scope; the Asokan monuments; the later Mauryas; life in the Maurya age; peace and prosperity.

V—THE SATAVAHANA AGE (C.210 B.C. to C.175 A.C.)

(a) *The Sātavāhana, the Chedis, the Sunagas and the Yavanas* (C.210 B.C. to 100 B.C.)

(b) *The Sakas and the Sātavāhanas* (C.100 B.C. to 78 A.C.)

(c) *The Sātavāhana and Kushan empires* (78 A.C. to 176 A.C.)

(d) *The Greater India*

Serindia and Further India; the colonies of Kauthora, Panduranga and Champā; Kaundinya; Yavadvīpa and Suvarnadvīpa; trade with China and Rome.

(e) *Life in the Satavahana Age*

The rise of Puranic religion and Mahāyāna; the classical Sanskrit, Prakrit and Tamil literatures; Science and philosophy; Nāgārjuna; the six system of philosophy; Art; rock-cut caves, the *toranas* and the Ghāndhāra art; economic progress, guilds as bankers; the foreign trade; policy; the municipal corporations and the janapadas; social life.

VI—THE VAKATAKA AND GUPTA EMPIRES (C.175 to C.540 A.C.)

(a) *The Bhāraṣive and Vakātaka Empires* (C.175—340 A.C.)

(b) *The early Gupta emperors* (340—455 A.C.)

Samudra Gupta; Chandra Gupta Vikramaditya; queen Prabhavati; the Kidara kushanas in Gandhara.

(c) *The later Imperial Guptas; the Hunas and Yasodharmān* (455 A.C.—540 A.C.)

Skanda Gupta; Budha Gupta and Bhanu Gupta; the Hunas in Gandhara; Toramana and Mihirakula; Yasodharmān.

(d) *Life in the Vakataka-Gupta Age*

Peace and prosperity; Gupta administration; policy; the village, the guilds and the nīgamas; Greater India in the Vakataka-Gupta age; the serindian languages adopt Indian alphabet and develop literature; king Purnavarman of Java; Kundinya II; king Mulavarman of Borneo; rise of the Sailendra dynasty in Java; India as defined by Fan-Ye; Fa-hien, Kumarajiva and Gunavarman; Indian alphabet in Korea;

Buddhism and Indian art in Japan ; Religion, art, literature and science ; Ajanta caves ; the decimal system and the law of gravitation ; Aryabhatta and Varahamihira ; Panchatantra ; Kalidasa ; beginning of Nalanda.

CLASS VI—MEDIEVAL INDIA

VII—EARLY MEDIEVAL AGE (C.540 A.C.—1194 A.C.)

(a) *The later Guptas, Maukharis, Vardhanas and Chalukyas* (C.540 A.C.—720 A.C.)

The later Guptas and Maukharis; the Gurjaras; the Chalukyas and the later Pallavas; Prabhakara-Vardhana; queen Rajyasri and Harsha-Vardhana; Pulakesin II and the Pallava king Mahendravarman.

(b) *The rise of Islam and its first contact with India* (C.620 A.C.—C.790 A.C.)

The Prophet Muhammad—his life story with the social and geographical background of Arabia; the Caliphate; the first four caliphs; first invasions of India; the conquest of Sindh; the Arab rule in Sindh; Yasovarman of Kanauj; Lalitaditya of Kashmir; end of the Hindu Kingdom of Khotan; Ghazni conquered by Arabs; Harun-ul-Rashid; civilization of the caliphate; Iranian and Indian contributions.

(c) *The first set of Rajput Kingdoms* (C.750 A.C.—C.995 A.C.)

Decline of the first Kanauj empire; the Pala, Ganga, Rashtrakuta and Pratihara dynasties; the Cholas; the Utpalas of Kashmir; the engineer Suyya; his irrigation projects; the Sihas of Kabul; the new states of Chedi, Jajhoti, Malwa, Gujrat and Rajputana, the later Chalukyas.

(d) *The empires of Ghazni and Tanjore* (985 A.C.—1045 A.C.)

Revival of the Turk power in Central Asia; Subuktagin; Mahmud of Ghazni; his invasions of India; Alberuni, Rajaraja Chola; Rajendra Chola; his conquest of eastern India and of the Sailendra empire.

(e) *The later Rajput states* (C. 1010 A.C.—1194 A.C.)

The successors of Mahmud; Bhoja, Gangeyadeva and Karna; the Chandelas and Gahadvaras; the later Cholas and Chalukyas; the Sena and Karnata dynasties of Bengal and Tirhut; the Solankis of Gujrat and Chauhans of Ajmer; Dhorasamudra and Warangal; the Yadavas of Devagiri.

(f) *Life in the early medieval age*

Decline of Buddhism, *Vajrayana*; the *Siddhas*; Sankara; decline of Puranic cult; ritualism and mysticism; bhakti cult; idolatry and plethora

of temples; art, science and literature; stagnation of Indian mind Nalanda and Vikramasila; beginning of vernacular literature; Greater India in early middle age; Kambuja.

VIII.—THE LATER MEDIEVAL AGE (1194 A.C.—1509 A.C.)

(a) *The establishment of Turk rule at Delhi and Lakhnauti*
(1175 A.C.—1206 A.C.)

Shahabuddin Ghori; Fall of Ajmer and Delhi; the Turk kingdom of Bihar-Bengal; first attempts towards the Vindhya and Himalayas.

(b) *The first Sultanate of Delhi—the Slave dynasty*
(1206 A.C.—1290 A.C.)

Qutubuddin Aibak; Iltutmish; the Mongol terror; raids on Malwa and Jajhoti; queen Raziya; Nasiruddin and Balban; Hindu Kingdoms of the thirteenth century, decline of the Cholas, and rise of the Pandyas; king Ganapati and queen Rudramma of Andharadesa; Kulasekhara Pandya; his trade with Persian Gulf; Gangas of Orissa; Baghel Solankis, Chedi, Jajhoti and Tirhut.

(c) *The Mongol empire and Greater India* (1219 A.C.—1370 A.C.)

The Mongol empire; its extent; immigration of Tibeto-Chinese races into Further India; end of the Hindu colonies in Further India; the Ahoms enter Assam.

(d) *The first Delhi Sultanate at its zenith* (1290 A.C.—1325 A.C.)

Jalaluddin Khilji; conquest of Malwa; Alauddin's conquest of Gujrat, Rajputana and the south; expansion of the Lakhnauti sultanate; end of the Senas; end of the Khilji dynasty; Ghiyasuddin Tughlaq; conquest of Tirhut and Bengal.

(e) *Decline of Delhi Sultanate and rise of provincial kingdoms*
(1325 A.C.—1398 A.C.)

Muhammad Bin Tughlaq; independence of Mewar, Karnataka and Telingana; the new kingdom of Bengal; Shamsuddin Ilyas; Bahmani kingdom; Kashmir; Feroze Tughlaq; Jams of Sindh; the southern states in the fourteenth century; invasion of Taimur.

(f) *The provincial kingdoms of the later medieval age*
(1398 A.C.—1509 A.C.)

Mewar; Raja Ganesh of Bengal; Tirhut; Ibrahim Sharqi; Hoshang Ghori; Ahmad Shah of Gujrat; the north-western provinces; Jajrath, Khekar, Zain-ul-abidin of Kashmir; Central India; Feroze and Ahmad Bahmani; Harihara II and Devaraya; Kumbha and Mahmud Khilji;

break up of the Bahmani kingdom; the new route to India from Europe; the battle of Diu, circumnavigation of the world.

(g) *Life in the later medieval age*

Political decline of the Hindus; its causes; the Turks; their strength and weakness; the feudal system; the development of the caste system; purda; child marriage; religion; tauhid and idolatry; fetish-worship; medieval saints and the sufis; Islam in India; interaction of the Hindu and Muslim religions; arts; music; Painting—Moghal, Rajput and Kangra Schools; Architecture, language and literature; Hindi writers and scholars of Persian, Muslim writers and scholars of Sanskrit and Hindi; Patronage of Sanskrit Hindi and Bengali by Muslims, development of a common language; dawn of the modern age in Europe; its effect on India.

IX.—THE MUGHAL EMPIRE (1509 A. C.—1720 A. C.)

(a) *The first struggle for empire (1509 A. C.—1530 A. C.)*

Sanga; Krishnadevaraya; Babar's early career in Turkistan and Kabul; his expeditions to the Punjab; the Afghan kingdom; Babar's invasion of Hindustan; battles of Panipat, Khanwa and the Ghaghra.

(b) *The second struggle for empire and the Sur dynasty (1530 A. C.—1554 A. C.)*

Humayun; Bahadur Shah; Humayun's conquest of Malwa and Gujrat; the Portuguese province of the north; Sher Khan; victory over Humayun; Maldeva; Sher Shah's empire; southern India in Sher Shah's time; Sher Shah's administration; Islam Shah.

(c) *The third struggle for empire (1554 A. C.—1576 A. C.)*

Return of Humayun; Akbar's accession; end of the Sur empire in Hindustan; Akbar's first conquests and reform; fall of Vijayanagara; fall of Chitor and Orissa; Akbar's conquest of Gujrat and Bengal.

(d) *The Moghul empire in its grandeur (1576 A. C.—1666 A. C.)*

Akbar's administration; religious toleration; his later conquests; art and literature under Akbar; Jahangir; events of his reign; the Portuguese and Aracanese raiders in Bengal; the Dutch, the English and the French in Indian seas; Shah Jahan; war in Bundelkhand and in the Deccan; temporary conquest of Kandhar, Balkh and Badakshan; the European traders and pirates in Shah Jahan's reign; rise of Shivaji and the Deccan politics; Grandeur of the Mughal empire; life of the people; the civil war; Aurangzib's accession; early events; flight of Shivaji.

(e) The Moghal empire at its zenith and towards decline
(1667 A.C.—1720 A.C.)

Rebellions in Assam and the N.-W. border; Shivaji's consolidation of his possessions; the later career of Shivaji; Hindu revolts in Northern India; Chhatrasal; the Rajput war; conquest of Bijapur and Golconda, the Maratha war of independence; later risings in northern India, the European traders during Aurangzeb's reign. Bahadur Shah; his conciliatory policy; Banda and the Sikh revolt; Farrukhsiyar the Saiyad brothers and "Hindustani" party; the Maratha civil war; struggle against the Sikhs; end of Farrukhsiyar; fall of the Saiyads; the English predominance in Indian seas; vain attempts to crush Kanhoji Angre's naval power.

CLASS VII—MODERN INDIA—THE MARATHA SUPREMACY
AND THE BRITISH PERIOD

X—THE MARATHA SUPREMACY (1720 A.C.—1799 A.C.)

(a) Peshwa Bajirao I (1720 A.C.—1740 A.C.)

Muhammad Shah; early events of his reign; Bajirao's preparation; Nizam's independence; war in Gujerat, Karnatak, Malwa and Bundelkhand; first success of Bajirao; Marathas established in Gujerat and Central India; invasion of northern India; expedition against Delhi; the Portuguese war and Nadir Shah's invasion.

(b) Peshwa Balaji Rao (1740 A.C.—1761 A.C.)

The Tamil campaign; Dumas' Indian Sepoys; the Bengal campaigns and conquest of Gondwana; annexation of Orissa; the Rajput feuds; illness and death of Shahu; trouble in Maharashtra; the Afghans and the Marathas in Northern India; Safdar Jang's treaty; the rise of the French and English powers in south; the treaty of Bhalki; northern and southern campaigns of the Marathas, 1753—7; destruction of Angre's fleet; Abdali's sack of Delhi and Mathura; the English conquest of Bengal and Bihar; end of the French power in India; the treaty of Udgir; the Afghan-Maratha contest.

(c) Peshwa Madhav Rao (1761 A.C.—1772 A.C.)

Maratha troubles after Panipat; the Afghan-Sikh-Jat contest; beginning of Sikh rule; the English war against Mir Kasim; Buxar; Benares and Allahabad treaties; Hyder Ali; rise of the Gorkha kingdom; renewed attempt at empire-building checked by Madhavrao's death; dyarchy in Bengal-Bihar; control by Parliament, Regulating Act.

(d) *Nana Phadnis (1773 A.C.—1799 A.C.)*

Warren Hastings; beginning of direct British rule in Bengal-Bihar; scandals of Muhammad Ali's debts; Narayanrao's accession and murder; the Barabhai council; extension of British protectorate over Oudh; the Rohilla war; the first Maratha-English war; treaties of Salbai and Mangalore; Pitt's India Act; Parliament's approval of Muhammad Ali's debts; Cornwallis and the permanent settlement; Mahadaji Scindia in northern India; War against Tipu, war against Nizam Ali; Khanda; disruption of the Maratha empire. The English established at Hyderabad and Mysore, and become the first power in India.

(e) *Indian society in the eighteenth century*

Hindu revival; literature and art; condition of the people under Maratha, Afghan and Sikh administrations; social and economic life.

XI—BRITISH INDIA (1798—1859)

(a) *Conquest of Indian mainland and of the Burmese coast (1798—1827)*

Terror of Napoleon and of Zaman Shah; British protectorate over Hyderabad and Mysore; Zaman Shah in the Punjab, British annexation of Tamilnad and Rohilkhand, Gaekwad and Peshwa drawn into alliance with the British; the second Maratha-English War; North-western treaties; rise of Ranjitsingh; check imposed on his power; British monopoly of Indian seas; Nepal War; attempt to revive the Peshwa's hegemony; Pindari and Maratha wars; the first Burmese War; consolidation of Sikh state and rise of the Sikh army under Ranjit Singh; political events of Bentinck's regime.

(b) *Expansion towards the north-west (1830—1846).*

Russian and English pioneers in Central Asia; the Indus navigation scheme; Burnes in Central Asia; encircling the Sikh state; Shah Shuja's Afghan campaign; the rivalry for Sindh; the Sikh-Afghan war, the British "trade" mission at Kabul; Sikh expansion beyond the Himalayas; the tripartite treaty; the first Afghan War; career of Naunihal Singh; the Sikh army's coming into power; the China War; annexation of Sindh; Gwalior reduced to vassalage; the battles of the Sutlej.

(c) *Clearing the Ruins (1847—1856).*

Second Sikh war; second Burmese war; lapses and annexations.

(d) *The Sepoy War (1857—59).*

Project of the war; premature eruption; Mangal Panday and Meerut; the first steps for suppression; the measures in the Punjab; the conflagration; fall of Allahabad and Cawnpore; fall of Delhi; fall of Lucknow and Jhansi; the last struggles in Oudh, Rohilkhand and Central India.

(e) Economic and social condition of India under the Company's Rule

(1) The new land systems—

Permanent and periodical settlements; zamindari and ryotwari; disappearance of the mauzawari system and weakening of the village community; increased pressure on land and increased Government demand; growth of zamindars in Northern India; impoverishment of agriculturist and growth of agricultural indebtedness; Famine of 1837 and early irrigation works.

(2) Effects of Company's trade-policy—

Company a trading corporation up to 1833; effects of acquisition of political power in Bengal; claim to exemption from transit duties during Nawab's rule; forced purchase and arbitrary valuation of weavers' goods; changes due to Industrial Revolution; Tariff Policy to help British manufactures; decline of Indian industries; loss of employment; extension of communications; Dalhausi's Roads, Railways, Posts and Telegraphs.

(3) Free immigration of Europeans after abolition of Company's monopoly, attempted colonization; the planter and his labourers; the missionary.

(4) Europeanization of the services; Cornwallis's measures incorporated in Charter Act, 1793; Indians completely excluded from civil administration; partially restored in lower ranks under Bentinck; racial gulf widened; position of Indians in the army; progressive deterioration with extension of British Dominion.

(5) Education and Social Reform: State provision for education under Act, 1813; applied to promotion of Oriental Literature; diverted to Western Education, 1835; Suppression of Dharna, Sati, infanticide, human sacrifice, measures for protection of converts.

(6) Finance and the "Public Debt."

Growth of the practice of borrowing; loans for wars; loans for public works; payments for the Company's shares on transfer of Government to the Crown.

(f) The Victorian Age in India (1858—1901)

Pacification after the Sepoy War; Queen Victoria's Proclamation; overhauling of the Constitution and Administration, new policy towards Indian Princes; enactment of law codes and the Tenancy Act.

Famines, Public Works and the Public Debt; establishment of free-trade for the benefit of Lancashire; Baroda and Mysore.

The Afghan problem; Dost Mohammad's death; "Masterly Inactivity"; the advance of Russia and the "Forward Policy"; the second Anglo-Afghan War; Treaty with Abdur Rahman Khan; Afghan Boundary Commission; threatened war with Russia; subsidy to Amir.

Annexation of Upper Burma; strengthening of British position on the frontiers; Quetta; Gilgit; Sikkim and Manipur; Lushai Hills; Chitral and Tirah.

Problems of Currency and Exchange; increase of the Public Debt and the "Drain"; fall of value of silver; closing of the mint to the public.

Administration and constitutional changes—strengthening of the Central Government after the Sepoy War; need for decentralization felt but process of decentralization slow; Ripon's plan of local self-government; its partial enforcement; the Indian National Congress; the Indian Councils Act, 1892.

(g) *The Neo-Indian Renaissance (1901)*

British-Indian consulates on the Persian Gulf; Lhasa expedition; Russo-Japanese War; emergence of national movements in China, India, Iran and Turkey; Curzon's attempted repression of national movement; partition of Bengal; swadeshi and boycott; rise of a revolutionary party; the German menace and the Anglo-Russian rapprochement; partition of Persia; Minto-Morley reforms; separate electorates; revolutionary overt acts; Chinese revolution; Tibet turned into virtual British-Indian protectorate; passive resistance against South African Immigration Act; Komagata Maru; the Great War; abortive attempt at "Ghadar"; abolition of indentured labour; Rowlatt Act; Montague-Chelmsford reforms; Non-co-operation and Khilafat movements; the third Afghan War; recrudescence of revolutionary movements and of communal strife; goal of purna Swaraj adopted by the National Congress; the Satyagraha movement and the Round Table Conference; recent constitutional reforms and provincial elections; the Congress Ministries; résumé of the progress of national renaissance.



सत्यमेव जयते

(c)—GENERAL SCIENCE**CLASS I**

1. Naming and recognition of principal crops, trees, animals and birds in the neighbourhood.

2. Direction finding with reference to the sun; the seasons of the year; observation of changes due to change of season; effect on trees, plants, birds, insects, reptiles and man :

(a) The colour of trees at different times of the year; the falling of leaves; chief parts of a plant; recognizing the difference between a leaf, a root and a stem; the bulbs as store house of future nourishment; potato, onion.

(b) Insects fewer in winter than in spring and rain. Snakes during the rainy season. Where do they go in winter?

(c) Change in the clothing of man; how does clothing protect against cold?

3. We are surrounded by air, at all times; air is a real substance; man breathes and lives in air, the air is in motion in the winds and in the school room.

4. Sources of water (river, spring, tank, well); circulation of water; evaporation, sun, clouds, dew and rain; observations of loss of water through evaporation.

5. Fire must have air to burn; be careful with fire; do not run if clothing catches fire.

6. Developing habits of cleanliness; cleaning of the body; cleaning of the face, hands, nails and teeth; use of the *datoon*; cleaning of clothes; washing with various materials available in the villages.

(Insist on observation by the pupils. Organize frequent excursions. Prepare pupils beforehand for possible observations).

7. Stories of how from the earliest time the world over, man has been observing the sun, the moon and the stars and utilizing this knowledge for calculating time and finding out direction. Stories about farmers, travellers, sailors and generals of armies; how they have profited by the knowledge of astronomy.

*The rising and setting of the sun and moon. The child is to be encouraged to observe that the same stars that set in the morning are to be seen to rise a little after sunset in the evening. Phases of the moon, the bright and the dark half of the month; what they actually mean. Observation of the exact points of sunrise and sunset and the rays of light as they fall from the window on the wall opposite; the winter solstice and the summer solstice (22nd December and 22nd June).

Finding the northern point by observing the Pole Star and the Great Bear.

Observation of the eclipses of the sun and moon if there are any during the year.

CLASS II

1. Recognition of :
 - (a) General form and size.
 - (b) General form the stem and bark.
 - (c) General form of the leaf.
 - (d) General form, size and colour of the flower.
 - (e) General form and size of the fruit and seed of at least five common trees of the neighbourhood.
2. Recognition as in (a)—(e) above of at least 10 vegetables and crops grown in the neighbourhood; knowledge of the times of sowing and harvesting and the period of germination.
3. General appearance, mode of locomotion, food, and the call or cry of at least 4 domestic and 3 wild animals of the neighbourhood. Pond life; the frog and the fish; how do they breathe; from the tadpole to the frog.
4. Birds; general form, size, colour, mode of flight, nesting and feeding; breeding season, size, form and colour of eggs of at least five birds usually found in the neighbourhood; making a bird-fountain and a bird-table in the school-yard.
5. Observation that there is dust in the air; haze due to dust on a summer day; the dust-storm; beam of sun-light in a semi-darkened room; diseases caused by dust; how to minimize dangers due to dust.
6. *Water*—Its importance to plant, animal and human life; pure and impure water; common infections carried by water; the village-well.
(In 1—6 insist on direct observation; direct the pupils' attention to what he has to observe).
7. Practical directions as regards breathing through the nose; value of fresh air; healthy habits of sleep.
8. The day, the month and the year are not arbitrary units but they depend on natural astronomical phenomena. The day caused by the earth's rotation round its axis; division of a day into 24 hours or 60 *gharis*, the latter being a more natural unit.
The month caused by the moon's circling round the earth from full moon to full moon or from new moon to new moon, the month being made up of nearly 30 days. The seasons :
Winter, spring, summer, rains, autumn. The eclipses of the sun and the moon. What causes them?

CLASS III

1. Plants require food, water and sunlight :
Comparative produce of equal plots with different manure, water and light provision.
Water dissolves substances; food of plants in solution; function of roots, stems, leaves, flowers and seeds.

2. Seeds and germination; at least 3 seeds, one from each of the following groups :

- (a) maize, wheat, barley,
- (b) pea, cotton, pulses,
- (c) neem, castor,

(to show the difference between dicot and monocot seeds and that between hypogeal and epigeal cotyledons).

How seeds are scattered; by wind, animals, by force from the fruit, by water.

3. At least three domestic animals in more detail; the cow, the cat, the dog, how they care for their young; Interdependence in nature; animals dependent on plants; man dependent on plants and animals.

4. Spiders and insects in the neighbourhood; recognition; their food, home and habits; house-fly from eggs, larva or maggot; pupa to the fly; the breeding places of the fly; fly the reporters of dirt and the carrier of disease; how to get rid of the flies that infest the homes.

5. Experiments to show the difference between air breathed in and air breathed out; nature of combustion; importance of ventilation.

6. Pure and impure water; how to purify water, decantation, filtration by charcoal, sand and boiling.

7. Cleanliness at home; disposal of night-soil, cow-dung and filth; their value as manures.

8. Wholesome food and healthy eating habits, proper sleep and exercises.

9. (Extended over Classes III and IV.)

As in no. 7 of Class I and no. 8 of Class II, but in greater detail.

The most important and characteristic constellations and their fancied shapes.

The students should be encouraged to observe and draw the figures of the constellations. They should be asked to make their own groupings of the stars.

CLASS IV

1. Plant physiology; leaves as organs of transpiration, respiration, and carbon assimilation. Roots and their functions; root hairs, how water passes into the roots.

2. The village pond; water-birds; their food, habits, songs; where and how they nest; their migration.

3. Insect life; the mosquito; from the wriggler to the mosquito; mosquito and health problems; where do mosquitoes breed; malaria and its prevention; loss to the village community due to malaria; the bee and the ant—the division of work and social organization.

4. Spiders, scorpions and snakes, the characteristics of spiders; how to distinguish them from insects; utility to man; destruction of harmful insects.

Recognition of poisonous and non-poisonous snakes; non-poisonous snakes as helpers of the agriculturists; first-aid measures in case of scorpion and snakebite.

5. The three states of matter; water as solid, liquid and gas; distillation and condensation.

6. Experiments to show that air is a material, a gas occupying space; experiments to show that air has weight and causes pressure; simple pump, experiments to show that gases, liquids and solids expand and contract with change in temperature, experiments to show how evaporation cools.

7. Human physiology, the respiratory and the circulatory system; common infections and contagious diseases; cholera, plague, small-pox and malaria; how produced; how to prevent their spreading.

8. See under no. 9 of Class III.

CLASS V

1. Continuation and recapitulation of plant and animal study with reference to—

(a) flower, its parts and functions.

(b) seed and fruit formation,

(c) dispersal of fruits and seeds.

(d) methods of vegetative propagation of plants (cutting, grafting, layering, etc.).

(e) insects and birds that help in dispersal of seeds.

(f) poisonous and non-poisonous snakes; symptoms of poisoning and first-aid measures in case of snake and dogbites.

2. Different kinds of food and their nutritive value; the digestion of food; the digestive system; what to eat; when to eat; the common drinking cup, its dangers.

3. Air, its composition; impurities; its purification; the function of trees in purifying air, air in a crowded room; methods of ventilation; draught; atmospheric pressure.

4. Water; composition, impurities; its purification; cholera, dysentery, typhoid and guinea-worm produced by impure water; precautions and safe-guards. Solution; solubility, saturated solutions, crystals.

5. Reproductive systems in plants, animals and human beings; elements of heredity and Brahmacharya (sexual hygiene).

6. Compass; magnetism; properties of a magnet.

7. Lightning and thunder; frictional electricity, simple voltaic cell, dry cell and electric torch.

8. Stories of eminent scientists, their search for truth.

9. The solar system: the nine planets. The comets, the planets, their satellites, the rings of Saturn. The zodiacal light. Geography of the moon; days when the moon is nearest to the earth and the days when the earth is nearest to the sun.

CLASSES VI AND VII

1. A thorough review of work done in previous classes.
2. Elements : symbols of common elements, compounds and mixtures; electrolysis of water; configuration of mass phosphorous, matches; alloys, iron and steel, petroleum, sources and uses, soap, glass. A study of the acids, alkalis and salts with examples from everyday life, combustion.
3. A comparatively thorough knowledge of the human body, its parts and their functions. The human body a fortress.
 - (a) Outer wall ; the skin.
 - (b) Watchmen on the wall ; Sense organs, sight, sound, smell, taste, touch.
 - (c) The Fort.
 - (1) Air respiratory system.
 - (2) Posters—circulatory system.
 - (3) Food and its distribution—alimentary system.
 - (4) Sewage : excretary system ;
 - (i) Skin. (ii) Kidneys. (iii) Breath, (iv) Bowels.
 - (5) Defence—Bacteria.
 - (6) Officers and Intelligence—Nervous system.
4. Health education to be particularly emphasized during these two years; preservation and improvement of health as against restoration; the individual and social duty to be well; causes of ill-health, ignorance, carelessness, poverty, intemperance in food, drink, work and pleasure. Tuberculosis, leprosy; their causes, symptoms and prevention; the individual suffering and social loss involved; the need for individual alertness and social control to prevent diseases; (The pupils during these two years should undertake an active health campaign in the village).
5. All pupils before leaving school should have acquired :
 - (1) The daily bath habit.
 - (2) The daily exercise habit.
 - (3) The fresh air habit.
 - (4) The moderation-in all-things-habit.
 - (5) The laughing habit.
6. The story of the Earth and the story of the evolution of life to be told in a simple way.
7. The story of man's conquest of nature briefly and simply told, the story of the control of diseases. The story of communications and industries.
8. Density, Floating bodies, ships, balloons, airships, lactometer. Simple mechanical appliances in the home, levers, pulleys and screw appliances; pendulum, clock; force, composition and resolution of forces; work and working capacity; steam engine; and internal combustion

engine (card-board models to be prepared by pupils) acquaintance with magnetism; the electro-magnet and telegraph. The electric bell. Thermometers, conductors and non-conductors of heat and electricity; stoves, lenses and their uses, building up working models of simple telescopes, microscopes, magic lantern and camera.

9. First Aid to the injured : Punctured wounds, cuts and bruises, burns, accidents to the nose, dog-bite, snake-bite, fractures and dislocations; application of splints and bandages, foreign bodies in eye, ear and nose, drowning; artificial respiration; transport of the injured.

10. Lives of at least 5 eminent scientists and their " Experiments with truth ".

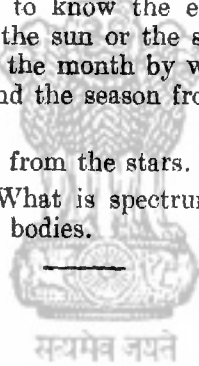
11. The law of gravitation illustrated by the motion of the moon round the earth. The transit of Venus. The falling stars. Astronomical distance—(light years)—distances of the stars.

Stars of the first magnitude and their distances. What is the Milky Way?

The Calendar. The Solar and the Lunar Systems of the calendar. Intercalaray month (Adhikmas) Pope Gregory's reform. The modern proposals for reform. How to know the exact time of night or day by watching the position of the sun or the stars; the date by watching the phases of the moon; and the month by watching the position of the moon in the constellations and the season from the particular stars that rule the nights.

How to find the direction from the stars.

Modern achievements. What is spectrum analysis? Composition and temperature of heavenly bodies.



(f)—DRAWING

CLASS I

Noting colours in relation to each other—red with green, yellow with black, recognizing colour in flowers, trees, fruits and birds.

Correct names of the colours. Colouring of hectographed outlines.

Idea of form and relation.

Blue sky and green fields: with crayon and then cut in coloured paper.

Different shaped leaves to be traced and comparative form to be shown—pipal leaf, banana leaf, etc.

Form of common vegetables and fruits, usually a large size (pumpkin, brinjal, carrot, melon, mango).

Memory drawing of objects seen around them with coloured crayons.

Note—Care should be taken to teach correct position and necessity for moving whole arm in drawing.

CLASS II

Drawing of objects connected with daily lessons. Illustrative representation to be usually in black or brown crayola, if possible with colours. Simple designs for borders with triangles, circles, semi-circles, simple flower units drawn or cut in coloured paper.

Landscape to be done with colour only—with river trees, birds, etc.

Drawing and cutting tree form with foliage.

Animals with their colours; common vegetables with foliage.

Practice for free arm movement and correct position.

CLASS III

Drawing of objects used in other lessons and in the home, from memory.

Scenes from home life.

Practice in drawing of trees, houses and animals, using action lines.

Designing of borders with squares, oblongs and circles, colouring them differently, i.e., orange, green and purple.

Blending of colours—red and blue, blue and yellow, in two tones of gray.

CLASS IV

Some landscapes, flowers, leaves and butterflies in colours.

The near and far relations in nature and object-drawing. The appearance of the near tree and the distant tree.

Drawing with the help of geometrical figures, flowers, leaves; in one colour and in several colours, complementary harmony and analogous harmony.

Decorative designs according to local tradition, (e.g. Rangoli Alpona).

Mounting drawings on harmonising back-ground.

Sketching of children and animals in action. Action may be shown by match-stick.

Posters illustrating some lessons in social studies or general science for group work.

CLASS V

Closer visual analysis and faithful execution should be insisted on here. Work done in previous classes might be repeated with greater thoroughness.

Proportion, arrangement, relation of objects, colour, values, massing, to be carefully studied.

Standard tints, shades; warm and cool colours; colour charts; colour scale in nature drawings made.

A leaf in different positions, sprays of leaves, pods, in pencil, ink and colour (by throwing shades on the walls).

Landscape for book covers, outlining masses with black.

Illustration of history, science and literature lessons.

Pose drawing from children in action, and from animals studied.

Poster for a "school day".

CLASS VI

Continue work in object drawing and designing.

Make an animal book for children of Class I to be presented to them on the occasion of some festival.

Make posters for some social service campaign in the village (group work).

Scale drawing; making of plane scales; the use of scales in the construction; reducing enlarging and copying of plane figures.

CLASS VII

Continue work in object drawing and designing.

Make a book of 4 landscapes for children of Class II, decorating the title page with a coloured design.

Make posters for some social service campaign in the village.

Plans, elevation, and sections of solids in simple position.

Drawings and sections of objects to be made in the craft class.

The students of Classes I, II and III, should use only colours as far as possible; black and white may be introduced afterwards. Tracing from good pattern, and drawing pictures should be continued throughout the seven years (Classes I to VII).

APPENDIX V

Syllabus for the book on "Civics"

The syllabus indicates the subjects to be covered by the text-books and instruction in Civics. Authors and teachers will adjust the standard of their work to the capacity and attainments of the pupils for whom these books and teaching are intended.

GENERAL CIVICS

1. *Human life in society*—Importance of human life, relation of human beings with society.
2. *Human Society*—Composition of human society.
3. *Civic life*—Importance of civic life, purpose of civic life, relation of civic life with other phases of life, principles of general civic life, principles of public life.
4. *Nationalism*.
5. *Civil Liberties*—Need and importance of civil liberties, important civil liberties.
6. *Democracy*—Meaning of democracy, forms of democracy, ideological basis of democracy, essentials of democracy.

INDIAN CIVICS

7. *Our motherland*—The influence of physical conditions on Indian life, history and culture, present political divisions, our provinces.
8. *Fellow citizens*—Population; distribution in political units; racial composition, religious composition, caste composition, class composition, linguistic divisions.
9. *Our Domestic life*—Family, patriarchal and joint, marriage customs, pardah system, widows, treatment of servants. Reforms needed in domestic life.
10. *Our General Social life*—Main features of general social life; main defects of our general life; trends in modern religious social reform.
11. *Health and sanitation*—General description, provision of medical aid, comparison with the conditions of other countries, measures to improve health, general sanitary and hygienic conditions in India.
12. *Cultural and Educational life*—Our educational condition, ideals and principles of educational life, relations between students and teachers and among students.

Culture—Essentials of Aryan culture, contribution of Persian and Arabic culture, growth of Indian culture, cultural movements (Sufism, Sikhism, and Saints, 15th—17th centuries)—Influence of European culture; modern cultural movements; tendencies, and problems of Indian culture, contribution of Indian culture to the culture of the world.

13. *Economic life*—

(a) General—Economic resources; the genius of the people; India's contribution to the economic prosperity and development of the world.

(b) Agriculture—Importance of agriculture in Indian economy, general conditions of agriculture in India specially the United Provinces; different systems of land tenure in India (general features), special study of the main features of land tenures in the United Provinces, position and legal rights and liabilities of zamindars, tenants, tenants of *sir* lands and under-tenants in the United Provinces; social and economic conditions of agricultural labourers in the United Provinces.

(c) Industries in the United Provinces.

Cottage Industries—Rural cottage industries; urban handicrafts; their present conditions; economic position of artisans; revival of handicrafts; and their future.

Modern Industries—Growth of modern industries in India, main industries and industrial centres in the United Provinces, number of workers engaged.

Industrial Workers—Number, economic condition, service conditions; their difficulties; their organization, Trade Union, Factory and other Acts.

Causes of the backwardness of industries in India.

(d) Co-operation—Co-operative movement in India and the United Provinces—Various types of co-operative societies; advantages of co-operation.

14. *Our Civic and Political life* :

(I) Brief outline of the Governmental system of the country:—

Municipalities, District Boards and Village Panchayats in the United Provinces. Provincial Government. The Indian States. Federal Government.

(II) General idea of the qualifications of voters and members of the Legislatures (Provincial and Federal); special study of the qualifications applicable to the citizens of the districts to which scholars belong.

(III) Duties, rights and responsibilities (legal and moral) of citizens, voters and members of representative institutions.

(IV) A short historical sketch of modern, national and social movements.

(V) Essential features of civic and political life—its defects and remedies.

DETAILED SYLLABUS

I.—HUMAN LIFE IN SOCIETY

(a) *Importance of human life: how he excels other creatures—*Potentialities of unlimited progress; dignity of human personality.

(b) *Relation with society—*Inter-dependence of individual and society. Human beings are social by their nature and depend upon society for growth—bound and influenced by social environments—human thought, behaviour and living considerably determined by social conditions—moral standards are also a product of the social system. But the quality of society depends not merely upon the quality of the social relations but also upon the quality of individuals so related—Human beings are active agents and not mere passive recipients—Human energy essential for social progress—A human being is not a mere functionary but an end in himself.

Progress thus requires improvement of both the social system and the individual.

A human being has a duty towards himself as well as towards society.

CIVIL LIBERTIES

Life can grow in an atmosphere of freedom.

Only a freeman can contribute his best to social good.

Freedom is not a privilege for the few, but a social claim of all.

In organized society such liberty is made possible by the establishment of a body of rights, known as civil liberties.

Set of rights to secure to the individual necessary freedom to develop his faculties and personality, to protect and promote his interests and to make free contribution to public good.

Liberties are equated to common welfare and conditioned by rights of others and the community.

Civic liberties are essential for healthy and progressive civic life and must, therefore, be recognized and enforced by the state.

Civil liberties are therefore, subject to the condition of public morality, peace and common welfare, and the enjoyment of similar liberties by others.

Important civil liberties :

1. Equality—before the law irrespective of caste or creed.
2. No restraint or deprivation of personal liberty by the public power unless authorized by law.
3. No one to be punished for an act unless such act was legally punishable at the time when it was committed.
4. Every citizen to be entitled within the limits of the general law freely to express his opinions by word of mouth, writing, pictorial representation or otherwise (censorship as regards cinematographic performances to be allowed).
5. No law shall be made respecting an establishment of religion or prohibiting the free exercise thereof; normally abridging the freedom of speech or of the press, or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.
6. All citizens without distinction to be eligible for public offices according to the provisions of the law and their own qualifications and capacities.
7. Subject to public order and morality freedom of political opinion and freedom of association and combination is guaranteed to all citizens, and freedom to combine for the protection and betterment of their conditions of labour and of their economic position in general is guaranteed to all and in all occupation. All agreements and measures which tend to restrict or abrogate that freedom are contrary to law.
8. Every citizen is to enjoy full liberty of faith and of conscience. Subject to public morality and order, every citizen is to be guaranteed freedom of conscience and the free profession and practice of religion.
9. No person shall by reason of his religion, caste or creed be prejudiced in any way in regard to public employment, office of power or honour and the exercise of any trade or calling.
10. All citizens have an equal right of access to, and use of, public roads, public wells and other places of public resort.

CIVIC LIFE

Social activities and common efforts in relation to and in association with neighbours.

Neighbours—fellow residents of a mohalla, village, city or country. Civic relations are relations with persons as neighbours or fellow members of a country.

Men are viewed as neighbours and fellow citizens and not as Christians or Muslims, rich or poor.

Importance of civic life :

Importance of good relations with neighbours and fellow citizens.
Harmony, confidence and co-operation essential for peace and progress—
the first condition of social life.

Purpose :

- To create harmony among neighbours.
- To provide fundamental conditions of social life.
- To satisfy common needs of neighbour or city.
- To improve general social conditions.

Relation of civic life with other phases of life :

Civic life and social life :

Social life, in wider sense, includes all our activities in relation to
an association with fellow beings.

Social life in wide sense :

- Civic life part of social life.
- Fundamental conditions of social life.

GENERAL SOCIAL LIFE AND CIVIC LIFE

Independent and correlated parts.

General social life influences civic life.

Civic Life and Religion :

Claims of Religion—Religion permeates life.

Two phases :

- (1) Spiritual ideals, for spiritual end of life.
- (2) Religious institutions and loyalties.

Spiritual ideals influence civic life indirectly by developing character
and setting up moral standards.

Principles of civic life :

Neighbours residing in a mohalla or village to be treated like members
of the family; family spirit should prevail.

Relations among members of a large city to be organized on elaborate
principles of general social life and public life.

Principles of general civic life :

- (a) Promotion of civic spirit and consciousness.
- (b) Preference of civic good to individual or communal interests.
- (c) Civic peace to be respected and protected.
- (d) Protection of civic property.
- (e) Respect for the life, property and reputation of fellow citizens.
- (f) Co-operative service for warding off civic dangers and
promoting civic amenities.
- (g) Toleration and respect for the beliefs and religious practices of
fellow citizens.

PUBLIC LIFE

- (a) All to participate in and contribute to public life.
- (b) Need of the growth of public character.
- (c) No indifference towards social public duty.
- (d) Social duty for social good and not personal gain.
- (e) Manhood consists in constant enthusiasm. Never own a defeat in a sacred cause. We must learn to dare to do the right thing.

(f) Manliness consists in deeds not in words. India's need is not excitement but solid work. Mere brave speech without action is letting off useless steam.

(g) Discipline.

Disciplined agitation is the condition of national growth.

Sacrifice without discipline will be unavailing.

Undisciplined agitation can only delay national growth and bring about unmerited retribution.

Distorted notions of superiority and inferiority have given rise to indiscipline in almost all national organizations.

Volunteers must first learn the lesson of discipline, of rendering implicit obedience to the orders of the chief, of taking up the meanest task that might be entrusted to them with cheerfulness, alacrity and zeal.

DEMOCRACY

Meaning of Democracy :

Government of the people, by the people, for the people.

Forms of Democracy :

Direct Democracy—Policies directly determined and laws directly passed by the people assembled in a meeting.

Representative Democracy—Government through representatives elected by the people subject to the general direction, vigilance and control of the people, exercised through public discussion and criticism and at the election of representatives.

Ideological Basis of Democracy :

1. Government is not domination but management of common affairs.
2. Common affairs are obviously to serve all, they are for the people.
3. So that power may serve the people, it must be under the control of the people.
4. Man is master of his destiny. People have as much right to direct and control common affairs collectively as they have to manage private affairs individually.

5. General prosperity attains a higher degree and is more widely diffused in proportion to the amount and variety of the personal energies enlisted in promoting it.

6. Rights and interests of the individual can only be safeguarded when he is able to stand up for them.

7. It elevates the masses of the people, developing their faculties, stimulating their interest in public affairs, and strengthening their patriotism by allowing them a share in the administration—elevates the character and intelligence of the masses.

8. No man is free if he does not have some share in the government of his country, and he who is governed, not by functionaries whom he has helped to choose, but by authorities constituted without his consent, is a subject not a citizen.

9. Active participation of the people enriches public life. It enables the widest body of experiences and interests to be taken into account in shaping public policy.

10. Government through public discussion and scrutiny is more social and responsible than government through authoritarian determination by a few.

Essentials of Democracy

1. *Liberty—*

Freedom of conscience, thought and discussion.

Freedom to decide, participate in and influence public affairs.
No restraint is justified where no right is invaded.

2. *Equality—*

Equality of law; universality of some fundamental rules and the impartial application of all rules.

Equal claims on the common good in respect of equal needs.

Equality of rights. Each must count for one and no one for more than one.

Fair and equal consideration of the interests of all.

“Democracy in the true sense dies with the admission of class- or race superiority.” (BROWN.)

Equality means absence of special privileges.

Respect for human personality.

3. Fraternity or fellowship; spirit of brotherhood; consciousness unity in society.

“Deep chasms in society destroy all possibility of a genuine democracy.” (BROWN.)

4. Spirit of public service and sense of social responsibility.

5. Education in citizenship and public affairs.

6. High public character to shoulder public responsibility and sufficient intelligence to take part in public discussions, to offer constructive criticism, to discriminate among various ideas and policies.

7. Initiative, courage of conviction and determination.

8. Knowledge of the art of constructive co-operative effort.

INDIAN CIVIC LIFE

I—OUR MOTHERLAND

1. *Our Motherland*—Its physical features—its geographical unity, variations in flora and fauna—the influence of physical conditions on India's life (dress, food, homes, economic life, art and architecture culture and political life)—influence of Khyber Pass and the seas—consciousness of geographical unity and the sacredness of motherland from time immemorial. Long distances and diversity enhance political conflicts—Present political divisions.

Our province—Its physical features—its geographical unity—no marked boundary lines—influence of its geographical position on the people, culture and politics.

II—FELLOW CITIZENS

Population—Distribution in political units—racial composition—racial admixture and fusion—absence of race consciousness—no racial problem.

Distribution by religion—Differences mainly religious and partly social and cultural—religious toleration but separatism in domestic social life the dominant note of Indian life—political conflicts now and then mixed up with religious fanaticism—no general inquisitions, persecutions or mainly religious wars—need of goodwill among members of different religions—possibility of its realization by preventing exploitation of religion for the furtherance of the political and economic interests, either of individuals or of group—caste composition—social analysis of caste system, untouchability.

Class composition—Tenants, zamindars, agricultural labourers, artisans, industrial labourers, ordinary labourers, industrialists, etc.—class divisions neither racial nor religious—relation between existing class divisions and caste system dwindling.

III—OUR DOMESTIC LIFE

1. *Family*—Indian families mostly patriarchal—the chief underlying ideas—the relation between family and religion and caste.

Joint family—The relative position of males and females; its services, its evils, its gradual break-up. Causes of its break-up.

Marriage—Restrictions on marriage—early marriage permissible among Muslims and customary among Hindus—marriage among unequals—polygamy—widows—statistical figures for India and the

United Provinces of early marriages, polygamy and widows. Reforms in marriage system, existing laws and proposals.

Evils—Pardah—The position and status of women.

Treatment of servants in Indian families.

IV—GENERAL SOCIAL LIFE

I—Main defects of our general life—

(1) Overridden with religious and caste prejudices and class snobbishness.

(2) Dignity of human personality eclipsed by considerations of status and caste.

(3) Lack of harmony, co-operation and goodwill in various sections of society.

(4) Want of civic spirit and civic consciousness.

(5) Want of faith in future.

(6) Hidebound—by archaic customs, traditions and institution.

(7) Want of properly co-ordinated effort for social good.

II—Main features of general social life :

(1) Organized on heirarchical basis.

(2) Divided into castes and religious groups.

(3) Predominance of socio-religious customs and traditions.

III—Trends in modern religio-social reform :

Ram Mohan Roy, Keshab Chandra Sen, Ranade, Ram Tirth, Vivekanand, Dayanand, Mrs. Ramabai, Sir Saiyid Ahmad Khan, Lajpat Rai, Ghulam Ahmad Qadiani, Mahatma Gandhi, Tagore.

V—HEALTH AND SANITATION

General description of and statistical figures about our general health and average life.

Provision of medical aid.

Comparison with conditions in other countries.

Remedies to improve health.

General sanitary and hygienic conditions—comparison with other countries.

VI—CULTURAL AND EDUCATIONAL LIFE

Education—Statistics of education; organization of educational institutions.

Culture—Inheritors of old culture, Indian, Persian and Arabic—essentials of old Aryan culture; contribution of Persian and Arabic culture; growth of Indian culture; cultural movements (Sufism, Sikhism, Tulsi Das and Saints of 15th—17th centuries)

—Influence of European culture on India—modern cultural movements—tendencies and problems of Indian culture with its defects and remedies.

The contribution of India to the culture of the World.

VII—ECONOMIC LIFE

A. General

1. Economic resources.
2. The genius of the people.
3. India's contribution to the economic prosperity and development of the world.
4. Our present economic structure and conditions.
5. The chief causes of India's poverty.

B. Agriculture

Importance of agriculture in Indian economy—percentage of the population engaged in agriculture in India and in the U. P.—General conditions of agriculture in India, specially in the U. P.—defective tenancy laws, uneconomic holdings, fragmentation of land, want of capital and lack of credit; indebtedness of peasants, primitive methods of agriculture, no care of the cattle—conditions of irrigation, types of crops produced in the U. P.

Different systems of land tenure in India (general features).

Special study of main features of land tenure system of the U. P. zamindars in the U. P.

Peasants (in the U. P.)—

Different types of tenure-holders. Legal rights and liabilities of different types of tenants.

Legal rights and liabilities of tenants of *sir* lands. The number of peasants, the average area of holdings; the economic condition of peasants. Condition and position of under-tenants.

Agricultural labourers, their number and their social and economic condition.

C. Industries (in the U. P.)

Cottage industries—rural cottage industries, urban handicrafts, their present condition, economic position of artisans, revival of handicrafts and their future.

Modern Industries—Growth of modern industries in India—main industries and industrial centres in the U. P.—number of workers engaged.

Industrial Workers—Number—economic conditions, service conditions, their difficulties; their organization.

Trade Union, Factory and other Acts.

The causes of backwardness of industries in India.

D. Co-operation

Co-operative movement in India, specially in the U. P.
Various types of co-operative societies.

VII—CIVIC AND POLITICAL LIFE

I—Brief outline of the governmental system in the country :

(1) Municipalities, District Boards and Village Panchayats in the U. P.

(2) Provincial Government.

(3) Indian states.

(4) Federal Government.

II—General qualifications of voters and members of the Legislatures (Provincial and Federal) with special study of the qualifications applicable to the citizens of the district to which the pupils belong.

III—Duties, rights and responsibilities (legal and moral) of citizens, voters and members of representative institutions.

IV—A short historical sketch of modern national and social movements.



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APPENDIX VI

SYLLABUS FOR THE TRAINING OF TEACHERS OF BASIC SCHOOLS

Classes I and II---

The following subjects should be taught :

- (1) English. 6 periods in a week.
- (2) Hindi and Urdu.
- (3) Physical Culture.

Additional instructions in the subjects prescribed for Basic Schools.

Classes III and IV—

The following subjects should be taught :

- (1) Principles of Education.
- (2) Child Psychology.
- (3) Method of Teaching—General and Special.
- (4) School Organization.
- (5) Hygiene, Physiology, Dietetics and Sanitation.
- (6) Craft.
- (7) General Science (Physics, Chemistry and Biology), and Social Studies.
- (8) Practical Teaching.
- (9) Physical Culture and Games.
- (10) Training in extra-curricular activities.

DETAILED SYLLABUS

Principles of Education

1. The place of education in national life; education and the social order. The problem of the education of the masses.
2. The meaning of "Basic Education." Its scope and contents. Its objectives. The ideal of citizenship implicit in the Basic School; social service building up of a co-operative community training for democracy and productive work; rejection of exploitation and violence.

3. The place of the teacher in the Basic School and in the community. His human and professional equipment; Parent-Teacher Co-operation.

4. Rural education in India; its present scope and limitations. Place of the rural economy in Indian life and the aim of rural education. Some significant experiments in rural education in India and abroad.

5. Education through productive work—its psychological justification; its social and ethical value. The relation of the school to the life and work of the local community. The importance of the study of the local socio-economic conditions and their bearings on school work.

6. The idea of self-supporting schools—their possibilities and limitations. Experiments in self-supporting education in India and abroad. Consideration of criticisms of the idea.

Psychology of Education

1. Boy Nature and Girl Nature—

(a) Their innate instinctive tendencies, e.g. constructiveness, curiosity, self-assertion; the place of instincts in the formation of character.

(b) Their inborn intellectual capacities, e.g. general intelligence and special capacities, such as the linguistic, the arithmetical and the logical capacities; limits and conditions of their development under the influence of the environment

2. Stages of development.

3. Imitation and play and their educational uses.

4. The place of habits in life; principles of habit formation; formation of good habits, e.g. (a) clear speaking, legible writing, hygienic postures, (b) various skills required in the learning of arts and crafts.

5. Economical methods and conditions of acquiring knowledge; motivation of learning; interest and effort.

6. Problem children, e.g. the backward child, the delinquent child, the depressed child; method of dealing with them.

General Method

1. Methods of learning through Doing. The Complex Method and the Project Method as illustrating the principle. Their desirable outcomes in knowledge, skill, habits, attitude and appreciation. (The underlying principle should be illustrated by showing the application of these methods to the teaching of various subjects and demonstrating how they make the process of learning more interesting and realistic and by relating learning to life, help in making knowledge a permanent possession and power.)

2. Correlation of craft teaching with other subjects; Craft not merely a subject of study but a method of approach to all other subjects.

3. How to work out schemes of co-ordinated teaching which will make instruction unified and meaningful. [Refer in this connection to "Possible correlation with the Basic craft", page 181 *et seq.* of "Basic National Education."]

4. The Basic School Curriculum—

Principles underlying this curriculum—co-ordination with the three centres; Physical environment, Social environment and Crafts; Child-centric; correlation of various subjects; relation to actual life problems; training for citizenship. Comparison with existing curricula and discussion of its distinctive characteristics.

5. Teaching Aids and Appliances—

Importance of concrete illustrations as a means of securing children's self-activity; preparation of simple appliances and visual aids for teaching purposes.

6. The scheme of examinations with reference to the work of Basic Schools in crafts and other subjects. Keeping of record and progress charts; methods of class promotion. Discussion and criticism of the existing examination system.

Method of teaching different subjects

The following points should be studied in connection with the various subjects of the school curriculum—Mother tongue, Mathematics, Social Studies, General Science, Hindustani, Drawing and the Basic Craft :

- (a) Aims of teaching the subjects.
- (b) Scope of the subjects.
- (c) Teaching Methods and Devices.
- (d) Appliances and apparatus.

(Teachers should be required to prepare simple and inexpensive illustrative material for use in their lessons.)

School Organization

1. The school as a community of children and teachers. How to organize it as an active social unit? Discipline and Freedom.

2. The duties and responsibilities of the Head Master and other teachers towards, (i) the pupil, (ii) the community, and (iii) the State.

3. Co-operation between the school and other departments of the State for the service of the community, e.g. the Medical, the Agricultural, the Industrial and Co-operative Departments.

4. The construction of the school time-table. The organization of extra-curricular and social activities.

5. The Governing authorities of the school; the Department of Education; Municipal and District Boards; Private agencies. Their powers and duties; the rights of the teachers.

6. School Records and Registers.

7. The School building—its site, plan, floor space; furniture, seating arrangements.

School Hygiene, Physiology, Sanitation and Dietetics

1. The human body; its various parts and organs and their functions; skeleton, muscles and the various internal organs; digestive, circulatory and respiratory systems; nervous system and special senses—sight, learning, touch, taste and smell.

2. Practice of health habits; fresh air and sunlight, physical exercises and games; the value of the Activity Principle in the Basic School; cleanliness of the body and clothes; importance of rest and sleep; care of the eyes, ears and teeth.

3. Sanitation with special reference to village; the death rate in Indian villages; causes of high mortality and measures calculated to lower it; medical inspection; signs and symptoms of contagious and infectious diseases, nature of germs, precautionary measures and simple treatment; dirty and adulterated food and food stuffs; model houses for villages; drainage and the various methods of disposal of village refuse, household waste products, disposal of nightsoil, cow dung and sewage disposal; water for drinking and other purposes, its purification and disinfection.

4. Dietetics—Function of food and its chemical structure, common carbohydrates, their classification; fats; proteins; inorganic compounds in the food (water, calcium, magnesium, iron, sodium, potassium, phosphates), the importance of a sufficient and balanced diet with reference to the needs of the villager; place of milk, eggs, vegetables and fruits in the diet; the vitamins and their value, processes of cooking; the chemical changes taking place during the cooking of protein food, vegetables, etc., non-alcoholic beverages—tea, coffee, cocoa, etc., food accessories—condiments, spices, vinegar, salt, etc., etc., narcotics and alcoholic beverages and their harmful effects; prohibition.

5. Health Education and the School—

Place of health education in the life of the school; planning a programme of health education; methods—examples of "projects" and demonstrations in health study.

6. First Aid.

General Science and Social Studies

For the next seven or eight years, i.e. till students educated in the seven years' Basic School are available for training, the course of

studies prescribed for the 6th and 7th classes of the school will form the basis of the teachers' work in this subject. An attempt should, however, be made to present to them the contents of this two years' course in a more systematic and logical manner and they should be trained to collect, organize and " professionalize " the subject matter required for it.

Practical Teaching

During the four years of their training, teachers will be required to teach at least 80 lessons covering, so far as possible, all the subjects of the Basic curriculum. The greater part of this teaching practice will be carried on in demonstration Basic Schools attached to the training schools. After passing through the college, the certificate of training to be confirmed after one year's satisfactory work in a school on the recommendation of the headmaster and inspecting staff



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APPENDIX VII
**SYLLABUS FOR A SHORT COURSE OF TRAINING
OF TEACHERS**

The Committee suggests the following subjects for instruction in the short course of ten months' training for teachers :

I—(a) Training in spinning with the *takli* and (b) training in gardening and agriculture necessary to teach the fundamental principles of soil management and plant growth included in the agriculture syllabus of Classes I to V.

II—*Training in the basic craft*—Reasonable skill in the processes involved in the teaching of the basic craft syllabus prescribed for the first five classes of Basic Schools.

N.B.—For I and II above, the teachers are expected to devote about two hours per day.

III—Introductory lectures on the basic principles of the new syllabus.

IV—Methods of teaching with special reference to the subjects of the Basic School.

V—*Physical Education*—

(a) Principles and methods of physical education and maintenance of records of physical development, height, weight, chest.

(b) An outline course in physiology, hygiene, sanitation, first-aid and dietetics.

(c) Practical—(i) Physical training for teachers, and (ii) organization of physical education activities among students.

VI—*School organization and management*—

(a) *School organization*—Time-tables, detailed syllabus, progress registers, tabulation of results.

(b) *Management*—The school committee, co-operation with local public men and parents, school registers and school correspondence, inspections and inspection notes and examinations and tests.

VII—Extra-curricular activities as suggested by the Committee for the Basic Education course.

VIII—Knowledge of Hindustani.

IX—*Practical teaching*—At least 30 lessons should be conducted by the pupil teachers under supervision.

X—Knowledge of the subject matter of the course prescribed for the first seven classes. Adequate emphasis to be laid on general science and social studies. In music a course of choral singing set to standard tunes and time with an elementary acquaintance with the principal Indian *ragas* and *tals*. The songs suitable for children should be carefully selected and should include national songs, folk songs, seasonal and festive songs. The selection should also include a few songs in simple quick rhythm, suitable for group singing in connexion with their craft work and physical training.



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APPENDIX VIII

Syllabus of a compulsory course in general knowledge, for the last 4 years for all types of colleges, to be imparted through popular evening lectures

(A) MODERN WORLD

I—Industrialism—

- (1) Growth of industrialism and capitalism in Europe—its general features, its contribution.
- (2) The growth of industrial civilization, problems of industrialism and capitalism.

II—Imperialism—

- (1) Modern Imperialism—the result of industrial civilization.
- (2) General features of modern economic imperialism.
- (3) Exploitation of the races of Asia and Africa by the industrial nations of the West and by Japan.
- (4) Conflicts among imperialist nations—the world war (1914—1918).
- (5) Colonial administration, Mandate System.
- (6) The problems of imperialism.

III—Present international situation—

- (1) Broad outline of international situation.
- (2) Foreign policies of England, France, United States of America, Italy, Germany, Japan and Russia.

IV—Modern Asia—

- (1) Growth of Nationalist movements in Islamic countries.
- (2) Conflict of Islamic countries with European and British imperialism.
- (3) Modern Turkey and Egypt.
- (4) Chinese national movement.
- (5) Industrialism and imperialism of Japan.
- (6) Struggle for independence in Asiatic dependencies.

V—Current political thought—

- (1) Socialism.
- (2) Communism.
- (3) Fascism.
- (4) Liberalism.

(B) OUTSTANDING PROBLEMS OF MODERN INDIAN LIFE

I—Political—

- (1) Government of India Act, 1935 (special emphasis on problems of constitution).
- (2) National Unity (communal problem).
- (3) Indian States.
- (4) Defence.
- (5) Civic Problems.
- (6) Indians overseas.

II—Social—

- (1) The problem of untouchability and Harijan movement.
- (2) Position of women in modern India.
- (3) Organization of social life on democratic basis.
- (4) Eradication of social evils.

III—Economic—

- (1) Problems of Rural reconstruction.
- (2) Revival of handicrafts.
- (3) Problem of industrialism.
- (4) The problem of poverty and unemployment.
- (5) Provision of decent life to workers and peasants.

IV—Cultural—

- (1) The problem of common national language.
- (2) Evolution of Indian culture for modern times.
- (3) Dissemination of culture amongst the masses—the problem of literacy.

(C) LAW AND ETHICS

Elementary knowledge of Civil and Criminal laws in common use; protection afforded by Law; place of Law courts, arbitrators, and *panchayats* in the dispensation of justice; evils of extravagant litigation. Place of honesty in private, social and public life and in

business; place of honesty in international relations; place of non-violence in the solution of domestic, national and international problems. Bondage of time-worn customs in modern life. Place of religious toleration in social and political life. The place of character building in modern life. Social restraints as aids to ethical life. Sexual purity as a part of character. Selfishness and altruism. Ethical relation of means to ends.

(D) GENERAL SCIENCE

I—General—

Difference between the scope, methods and outlook of science as compared with those of philosophy and religion. Influence of science on human thought and culture. Science and modern warfare. The place of mathematics in science. The principle of uncertainty and the law of causation.

II—Astronomy—

The solar system and the place of the earth in it. The stars, stellar distances and masses and other astronomical figures. The Nebulae. Expanding Universe. Possibilities of plant and animal life elsewhere. Is there a plan in the material universe?

III—Physics and Chemistry—

Some striking applications of Physics, specially electricity in common life. Resources of energy available in the United Provinces Hydro-electric schemes. The process of manufacture in a few important industries. Raw products available in the United Provinces for chemical industries and the possibilities of utilization. Molecules; kinetic molecular theory. Atomic structure. Spectrum analysis. Matter and energy. Entropy and time's arrow. Dietetics; vitamins.

IV—Biology—

Nature of life, differences between plants and animals and their inter-relations. Influence of environment on plants and animals. Importance of plant and animal life in the economy of nature and in human civilization. Microbes and epidemics. Life histories of some striking plants and animals. Role of birds and insects in agriculture. Insect pests. Modern agricultural methods. Wealth in agricultural and forest products of the United Provinces and its utilization. Theory of Evolution, Heredity, Eugenics.

V—Geology—

Fossils. Nature and formation of rocks. Changes in the crust of the earth. Life history of our planet. Age of the earth. Interior of the earth. Mineral resources of United Provinces and their utilization.

VI—Psychology—

Importance of psychology. Child psychology, Insanity, crime; psychology of efficiency, intelligence tests. Psycho-analysis—Supernormal psychical phenomena.

VII—Work of Indian Scientists.

VIII—Recent Scientific Developments.



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APPENDIX IX

Draft of revised Form of Agreement to be executed by the assistant masters of aided institutions, referred to in paragraph 358(2) of the Educational Code.

AN AGREEMENT made this _____ day of _____ 19 _____
 _____ between _____ (hereinafter called the
 teacher) of the one part and the managing committee of the _____
 _____ school (hereinafter called the committee) of the other part.
 The committee hereby agrees to employ the teacher and the teacher
 thereby agrees to serve as _____ in the said school on the
 following terms :

1. The teacher's employment shall begin from the _____
 day of _____ 19 _____. He shall be employed in the first instance
 for six months on probation and shall be paid a monthly salary of
 Rs. _____. The period of probation may be extended by the Manager
 by a further period of six months, but the total period of probation shall,
 in no case, exceed one year, except where the teacher has not qualified
 himself for permanent appointment in accordance with the rules of the
 Department. Where a teacher has not so qualified himself, his period
 of probation may be extended by a further period of one year. If at the
 end of the period of two years the teacher has not qualified himself, his
 appointment shall thereupon terminate unless its continuance shall have
 been sanctioned by the Inspector.

2. If confirmed in his appointment at the end of his period of pro-
 bation, the teacher shall be employed on a monthly salary of Rs. _____
 with increments of _____

3. The committee shall pay the teacher the said monthly salary not
 later than the fourth day of the month following that for which the
 salary is earned, and the teacher shall, on receiving the salary sign the
 acquittance roll (duly stamped, if necessary) in token of such receipt.

4. The duties of the teacher shall not be confined as to place to the
 school building nor as to time to the periods during which the school is
 open for the purpose of class-tuition, but the teacher shall perform all
 such duties connected with the work of a school as shall be required of
 him by the headmaster and shall in carrying out those duties obey at all
 times and places the direction of the headmaster in charge of the school.
 No other work shall be required of him and the collection of subscriptions
 towards school funds shall not be considered as part of his duties but his
 voluntary engagement in such work is not prohibited. **If the teacher**

wishes to undertake any work or occupation outside of school hours, he must obtain the permission of the manager on the recommendation of the head of the institution before undertaking any work or occupation outside of school hours. Such permission might be granted if the manager is satisfied that it will not interfere with the due and efficient discharge of his duties, including prescribed extra curricular activities under the agreement and will not otherwise be detrimental to the interests of the institution.

5. Except during periods when the school is closed for not less than four consecutive days the teacher shall not leave the station in which the school is situated without having first obtained the written permission of the headmaster.

6. The teacher may be allowed leave as follows :

(a) *By the headmaster*—Not more than fourteen days' casual leave in any school year, to include holidays which may occur immediately before and after or during the period of absence.

(b) *By the manager*—(On application submitted through the headmaster)—

(i) Not more than one month's leave on full pay on medical certificate for every completed three years of service in the school, but not more than three months at any one time.

(ii) Not more than one month's leave on half pay for every completed year of service, but not more than three months at any one time.

(c) *By the committee*—(On application submitted through the headmaster)—Such other leave on such terms and for such period as the committee may in each individual case decide.

Leave cannot be claimed as a right. Leave shall be granted with due regard to the exigencies of the school, and when leave is refused the grounds of refusal shall be recorded on the application.

7. (i) Subject to the provisions of sub-clause (iii) of this clause, the committee may at any time at a meeting regularly convened under its rules pass a resolution dismissing a teacher without notice **subject to the approval of the Inspector of Schools** for any one or more of the following offences :

(a) Insubordination.

(b) Deliberate neglect of duty.

(c) Serious misconduct or the commission of an act which constitutes a criminal offence.

The teacher may at any time within 15 days after the passing of such a resolution apply to have the decision of the committee reviewed by it at

a second meeting, and the committee shall on receipt of such an application be summoned to a second meeting for the purpose aforesaid as quickly as possible. At such second meeting the teacher may submit an additional statement of his case and shall, if he so desires, be allowed to appear before the committee in person to state his case and to answer any question that may be put to him by any members present at the meeting. If the teacher does not apply to have the resolution of the committee reviewed or if the resolution is confirmed by the committee at its second meeting no further notice of dismissal need be given to the teacher but he shall be given a copy of the resolution by which he is dismissed together with a written statement of the grounds of his dismissal. He shall also be paid his salary up to and including the day on which he was suspended from duty; but he may be required to refund or return any school money and any school property or the value thereof which he has misappropriated or wrongfully retained in his possession.

(ii) Instead of dismissing the teacher on any of the grounds aforesaid the committee may pass a resolution inflicting a lesser punishment by reducing the pay of the teacher for a specified period or by stopping increments of his salary either permanently or temporarily and/or may deprive the teacher of his pay during the period, if any, of his suspension. If any one or more of the aforesaid punishments are inflicted on the ground of insubordination or deliberate neglect of duty, the teacher shall not be entitled to have the decision of the committee reviewed by it. But if any one or more of such punishments are inflicted on the ground of serious misconduct or the commission of an act amounting to a criminal offence, the teacher shall be entitled to apply to have the resolution of the committee reviewed as provided in sub-clause (i). If the teacher so applies, the committee shall be at liberty at its second meeting to pass a resolution dismissing the teacher instead of inflicting such minor punishment as aforesaid and in such case the resolution dismissing the teacher shall be final and no other notice of dismissal shall be necessary.

(iii) Before a meeting is held for the purpose of dismissing or otherwise punishing the teacher the committee or manager shall give to the teacher a statement in writing of the specific charge or charges against him with particulars of time and place and shall allow him at least four clear days in which to submit a written reply thereto, and, pending the meeting of the committee, to consider such charge or charges as aforesaid, the committee or manager may suspend the teacher from duty.

(iv) If the teacher is exonerated from the charges brought against him he shall be reinstated in his post and shall be paid his salary for the period, if any, during which he was suspended.

(v) When the teacher has been confirmed the committee may terminate this agreement in case of general retrenchment decided for reasons of financial stringency and approved by the Department, or in

case of abolition of a subject, or in case of a necessity having arisen for making provision for a life member, by giving the teacher two calendar months' notice in writing to take effect from the eighth day of the succeeding month or by paying to the teacher a sum equivalent to twice the monthly salary which the teacher is then drawing.

8. While the teacher is on probation as provided in clause 1, the committee may at any time terminate this agreement by giving the teacher one calendar month's notice in writing or upon paying to the teacher a sum equal to his salary for one month in addition to any pay which he has then earned. The teacher may similarly terminate this agreement by submitting one calendar month's notice in writing to the committee through the headmaster or paying to the committee a sum equal to his salary for one month.

9. If by the end of his period of probation no notice of the termination of this agreement, as provided for under clause 8, has been received or given by the teacher, he will *ipso facto* be confirmed in his appointment.

10. }
11. } **Proposed to be deleted.**
12. }

13. Subject to any rules governing the powers of the committee any act which the committee may do under the provisions of this agreement may be done by a vote of the majority of the committee present and voting at a meeting regularly convened.

14. The parties to this agreement accept its conditions subject to such rules for the conduct of aided schools as may be issued from time to time by the Education Department, United Provinces.

15. The committee and the teacher agree that any dispute on a question of reduction or withholding of salary shall be referred to a committee of arbitrators which shall consist of—

(1) The Circle Inspector of Schools concerned (Chairman).

(2) A representative nominated by the Executive Committee of the United Provinces Secondary Education Association.

(3) The manager of the institution nominated by the Director of Public Instruction, United Provinces.

The decision of this arbitration committee shall be final and no suit shall lie in any civil court in respect of the matters decided by it. Further, neither of the parties shall sue the other for any breach not referable to arbitration, of this agreement without having first referred the question or questions in dispute to the Circle Inspector and allowed him reasonable time not exceeding two months to settle the dispute,

16. If the teacher is not in the station at the time when any notice ought to be given him in accordance with any of the provisions of this agreement, such notice may be sent to him by registered post to his address, if known, and a notice so posted (whether ever delivered or not) shall have effect from the day when it would have reached him in the ordinary course of the post. If the teacher leaves the station without leaving any address a resolution or decision of the committee passed not less than fourteen days after the date when notice would have been given to him if he had been in the station shall be effective whether the teacher gets notice of it or not.

In witness whereof the parties hereto have hereunto set their hands the day and year first above written.

Signed on behalf of the committee by _____
_____ under the authority of resolution
of the committee as passed on _____ in the
presence of—

Witness (1) _____
Address _____

Witness (2) _____
Address _____

Signed by the said teacher _____
in the presence of _____

Witness (1) _____
Address _____

Witness (2) _____
Address _____

N.B.—(i) In the case of an Intermediate College the word "school" where it occurs in the agreement should be altered to "college" and the word "headmaster" to "principal."

(ii) In case of girls' schools "Chief Inspectress of Girls' Schools" should be substituted for "Divisional Inspector of Schools" where these words occur.

APPENDIX X

Draft of revised Form of Agreement to be executed by the heads of aided institutions, referred to in paragraph 358(3) of the Educational Code.

AN AGREEMENT made this _____ day of _____ 193
between _____ of _____ (hereinafter called the
Head Master) of the one part AND the Managing Committee of
the _____ school (hereinafter called the Committee)
of the other part. The Committee hereby agrees to employ the Head
Master and the Head Master hereby agrees to serve as Head Master in
the said school on the following terms :

1. The Head Master's employment shall begin from the _____
day of _____ 19 . He shall be employed in the
first instance for twelve months on probation and during this period
shall be paid a monthly salary of Rs. _____.

2. If confirmed in his appointment at the end of his period of
probation, the Head Master shall be employed on a monthly salary
of Rs. _____

3. The Committee shall pay the Head Master the monthly salary
due to him not later than the fourth day of the month following that
for which the salary is earned and the Head Master shall on receiving
the salary sign the acquittance roll (duly stamped, if necessary) in
token of such receipt.

4. The Head Master shall perform all such duties as appertain
to a Head Master and shall be responsible to the Committee through
the Manager of the said school (hereinafter called the Manager) for
the due discharge of all such duties. The Head Master shall be
solely responsible for the internal management and discipline of the
said school including such matters as the selection of text-books, the
arrangement of time tables, the allocation of duties to all the members
of the school staff, the grant of casual leave to the staff in accordance
with rules made by the Committee, the appointment, promotion,
control and dismissal of the menial servants, the admission of free
and half-rate scholars within the number sanctioned by the manage-
ment, the control of the hostel through the superintendent, the
admission and promotion of students, the organization of games and
the administration of the games fund and other similar funds such as
a reading room, or examination fund. He shall have all powers
necessary for the purpose including power to suspend assistant masters
pending report to and the decision of the Committee and shall follow

the instructions laid down in the Educational Code. In financial and other matters for which he is not solely responsible the Head Master shall follow the directions of the Committee as issued to him through the Manager. All instructions by the Committee or the Manager to the members of the staff shall be issued through the Head Master.

The head of the institution shall have administrative control over the clerk and shall make recommendations to the management in regard to the number of free and half-rate boys to be admitted to the institution. The Managing Body shall have the power to appoint, promote, and dismiss the clerk but the head of the institution shall have the power of controlling him and in particular the power of withholding his increments.

5. The Head Master shall give his whole time to the service of the said school and shall not take up any work unconnected with the said school without obtaining the previous sanction of the Committee. The Head Master shall not leave the station in which the said school is situated without having first obtained the written permission of the Manager.

6. The Head Master may be allowed leave as follows :

(a) By the Manager—

(i) Not more than fourteen days' casual leave in any school year to include holidays which may occur immediately before or after or during the period of absence.

(ii) Such duty leave as may be necessary to attend to official business such as serving on a jury or attending educational committees on which he is serving with the approval of the Committee.

(b) By the Committee (on application submitted through the Manager)—

(i) Not more than one month's leave on full pay on medical certificate for every completed three years of service in the school but not more than three months at any one time.

(ii) Not more than one month's leave on half pay for every completed year of service, but not more than three months at any one time.

(iii) Such other leave on such terms and for such period as the Committee may in each individual case decide.

Leave cannot be claimed as of right but shall be granted with due regard to the exigencies of the school and when leave is refused the grounds of refusal shall be recorded on the application

7. Subject to the provisions of sub-clause (ii) of this clause, the Committee may at any time at a meeting regularly convened under its rules pass a resolution dismissing the Head Master for one or both of the following :

(a) deliberate neglect of duty;

(b) serious misconduct or the commission of an act which constitutes a criminal offence.

(i) The Head Master may at any time within 15 days after the passing of such a resolution apply to have the decision of the Committee reviewed by it at a second meeting and the Committee shall on receipt of such application be summoned to a second meeting for the purpose aforesaid, as quickly as possible. At such second meeting the Head Master may submit an additional statement of his case and shall, if he so desires, be allowed to appear before the Committee in person to state his case and to answer any questions that may be put to him by any member present at the meeting. If the Head Master does not apply to have the resolution of the Committee reviewed or if the resolution is confirmed by the Committee at its second meeting no further notice of dismissal shall be given to the Head Master but he shall be given a copy of the resolution by which he is dismissed together with a written statement of the grounds of his dismissal. He shall also be paid his salary up to and including the day on which he was suspended from duty; but he may be required to refund or return any school money and any school property or the value thereof which he has misappropriated or wrongfully retained in his possession.

(ii) Before a meeting is held for the purpose of dismissing a Head Master the Committee or Manager shall give to the Head Master a statement in writing of the specific charge or charges against him with particulars of time and place and shall allow him at least ten clear days in which to submit a written reply thereto, and, pending the meeting of the Committee to consider such charge or charges as aforesaid, the Committee or Manager may suspend the Head Master from duty.

(iii) If the Head Master is exonerated from the charges brought against him he shall be reinstated in his post and shall be paid his salary for the period, if any, during which he was suspended.

8. While the Head Master is on probation as provided in clause 1, the Committee may at any time terminate this agreement by giving the Head Master two calendar months' notice in writing or upon paying to the Head Master a sum equal to two months salary in addition to any pay which may be due to him and the Head Master may similarly terminate this agreement by submitting two calendar months' notice in writing to the Committee through the Manager or paying to the Committee a sum equal to his salary for two months.

9. If by the end of his period of probation no notice of the termination of his agreement, as provided for under clause 8, has been received or given by the Head Master he will *ipso facto* be confirmed in his appointment.

10. }
11. } **Proposed to be deleted.**
12. }

13. Subject to any rules governing the powers of the Committee any act which the Committee may do under the provisions of this agreement may be done by a vote of the majority of the Committee present and voting at a meeting regularly convened.

14. The parties to this agreement accept its conditions subject to such rules for the conduct of aided schools as may be issued from time to time by the Education Department, United Provinces.

15. The Committee and the Head Master agree that any dispute on a question of deduction of withholding of salary shall be referred to a committee of arbitrators which shall consist of—

(1) The Director or Deputy Director of Public Instruction, United Provinces (Chairman).

(2) The Head Master of an institution nominated by the Executive Committee of the United Provinces Secondary Education Association.

(3) The Manager of an institution nominated by the Director of Public Instruction, United Provinces.

The decision of this arbitration committee shall be final and no suit shall lie in any civil court in respect of the matters decided by it. Further, neither of the parties shall sue the other for any breach, not referable to arbitration, of this agreement without having first referred the question or questions in dispute to the Circle Inspector and allowed him reasonable time not exceeding two months to settle the dispute.

16. If the Head Master is not in the station at the time when any notice ought to be given to him in accordance with any of the provisions of this agreement, such notice may be sent to him by registered post to his address, if known, and a notice so posted (whether ever delivered or not) shall have effect from the day when it would have reached him in the ordinary course of the post. If the Head Master leaves the station without leaving any address a resolution or decision of the Committee passed not less than fourteen days after the date when notice would have been given to him if he had been in the station shall be effective whether the Head Master gets notice of it or not.

In witness whereof the parties hereto have hereunto set their hands the day and year first above written.

Signer on behalf of the Committee by—
under the authority of a resolution of the Committee passed
on _____ in the presence of—

Witness (1)

Address—

Witness (2)

Address—

Signed by the said Head Master _____ in the
presence of

Witness (1)

Address—

Witness (2)

Address—

N.B.—(i) In the case of an intermediate college the word "school" where it occurs in the agreement should be altered to "College" and the word "Head Master" to "principal."

(ii) In cases of girls' schools "Chief Inspectress of Girls' Schools" should be substituted for "Inspector of Schools" and "Head Mistress" for "Head Master" wherever these words occur.

